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ABSTRACT

Part 5 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the evaluation of support systems. Four competencies are considered: (1) that a curriculum consultant should be capable of assessing educational settings to determine needs which may warrant remediation through one or more of the existing support services: (2) that a curriculum consultant should be capable of identifying, describing, and gaining access to the various support systems available to school administrators: (3) that a curriculum consultant should be capable of utilizing the criteria relevant to the evaluation of support services available to special education: and (4) that a curriculum consultant should be capable of evaluating inservice training programs. Among materials included in the manual are lists of behavioral objectives, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the four competencies. (PHR)

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Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 5.0 Evaluating / Support Systems

Competency 5.1 A curriculum consultant should be capable of assessing educational settings to determine needs which may warrant remediation through one or more existing support services.

September 1973

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U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC123140

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #5: Evaluating / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support system evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporates financial resources and parental involvement in programming for exceptional children into the definition of support services. You will first be introduced to procedures in the area of needs assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing of evaluation skills applicable to support services.

MODULE ELEMENT SPECIFICATIONS:

Competency 5.1: A curriculum consultant should be capable of assessing educational settings to determine needs which may warrant remediation through one or more existing support services.

Competency Components:

5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support services.

5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			5.1.1.1 The trainee will be able to demonstrate familiarity with the current literature available on needs assessment applicable to support systems.	
			5.1.1.2 The trainee will be able to describe the major elements of needs assessment.	
			5.1.2.1 The trainee will be able to identify administrative problems within an educational setting which may require services rendered by support systems.	
			5.1.2.2 The trainee will be able to identify curriculum problems within an educational setting which may require services rendered by support systems.	
			5.1.2.3 The trainee will be able to identify instructional problems within an educational setting which may require services rendered by support systems.	
			5.1.2.4 The trainee will be able to identify financial problems within an educational setting which may require services rendered by support systems.	
			5.1.2.5 The trainee will be able to identify communication and/or interpersonal problems within an educational setting which may require services rendered by support systems.	
			5.1.3.1 The trainee will be able to identify school-based personnel who may yield information relevant to needs requiring services rendered by support systems.	
			5.1.3.2 The trainee will be able to gain access to school-based personnel who may yield information relevant to needs requiring services rendered by support systems.	
			5.1.3.3 The trainee will be able to identify school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (Continued)	Cross-Reference
			5.1.3.4 The trainee will be able to gain access to school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.	
			5.1.4.1 The trainee will be able to identify extraschool-based individuals who may yield information relevant to needs requiring services rendered by support systems.	
			5.1.4.2 The trainee will be able to gain access to extra-school based individuals who may yield information relevant to needs requiring services rendered by support systems.	
			5.1.4.3 The trainee will be able to identify the extra-school based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.	
			5.1.4.4 The trainee will be able to gain access to extra-school based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

5.1.1.1.A
5.1.2.1.A
5.1.2.1.B
5.1.2.2.A
5.1.2.2.B
5.1.2.3.A
5.1.2.3.B
5.1.2.3.C
5.1.2.4.A
5.1.2.4.B
5.1.2.4.C
5.1.2.5.A
5.1.2.5.B
5.1.2.5.C
5.1.2.5.D
5.1.3.1.A
5.1.3.3.A
5.1.4.1.A
5.1.4.2.A
5.1.4.3.A
5.1.4.3.C
5.1.4.3.D

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

Behavioral Objectives:

5.1.1.1 The trainee will be able to demonstrate familiarity with the current literature available on needs assessment applicable to support systems.

5.1.1.2 The trainee will be able to describe the major elements of needs assessment.

Competency Component: 5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

Behavioral Objective: 5.1.1.1 The trainee will be able to demonstrate familiarity with the current literature available on needs assessment applicable to support systems.

Enabling Activities	*Resources*	*Comments*
5.1.1.1 Because the needs of one school and/or one school system differ greatly from the needs of another, it is neither possible nor desirable to evaluate support systems from a set of standardized criteria. Rather, conventional support systems, like many other types of programs or services, must be evaluated in terms of the effectiveness with which they serve the needs of a given school and/or school district. Therefore, in order to develop evaluation skills, one must become proficient at needs assessment techniques. The curriculum consultant in his/her role as an educational change agent will constantly be called upon to employ needs assessment techniques. Reviewing present programs, establishing new programs, and developing curriculum, among many other tasks, require that the needs of the child, classroom, school, etc., be assessed. For that reason, the first section of this module deals with needs assessment techniques. Keep in mind as you work through this first section that the techniques of needs assessment are generic to evaluation and that you will be applying them throughout the evaluation of support systems.		

5.1.1.1.A

Read each of the cited references and abstract each on index cards. Make note of needs assessment mentioned in the readings.

5.1.1.1.B

Using the references cited in 5.1.1.1.A as a point of departure, conduct a literature search to locate at least five sources of information relevant to needs assessment. Abstract each of these on index cards.

5.1.1.1.C

The literature cited in 5.1.1.1.A and perhaps those references identified by the trainee were from outside the field of education. Review your abstract cards from the two preceding activities and write a brief paper describing how the assessment techniques are relevant to educational systems. Be specific in describing analogous applications of techniques to educational settings.

5.1.1.1.A

Tracey, W.R. Designing Training and Development Systems. New York: American Management Association, Inc., 1971, pp. 19-41.

Assessing and Reporting Training Needs and Progress. United States Civil Service Commission, 1961, pp. 6-25.

Competency Component: 5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

Behavioral Objective: 5.1.1.1 The trainee will be able to demonstrate familiarity with the current literature available on needs assessment applicable to support systems.

Activity No.	*Evaluation Criteria*
5.1.1.1.A	The abstracts which the trainee prepares should include the reference and the main points for each resource. The trainee will use these abstracts in a later activity. NO evaluation is necessary at this time.
5.1.1.1.B	The evaluation criteria for activity 5.1.1.1A apply here also.
5.1.1.1.C	The trainee should indicate in his/her paper an understanding of the applicability of needs assessment techniques across fields. This generic nature of needs assessment should be reflected in specific analogies which the trainee may cite, e.g., the analogy of a business hierarchy to the school hierarchy. The instructor will, no doubt, wish to discuss this paper with the trainee as the element of transfer to education is crucial.

Competency Component: 5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

Behavioral Objective: 5.1.1.2 The trainee will be able to describe the major elements of needs assessment.

Enabling Activities	*Resources*	*Comments*
5.1.1.2.A Having read several references regarding needs assessment techniques, the trainee should be able to identify several elements which are common to any model of needs assessment. List and briefly describe the major elements of needs assessment. 5.1.1.2.B As a person works through any process he consciously or unconsciously follows a model, i.e., there are certain essential steps and a general procedural format which he follows. The effectiveness and efficiency of any given process depend to a great degree on the procedural model one applies to the process, the consciousness one has of the model which he follows, and the degree of commitment one has to the procedural model. Seldom, if ever, is the application of existent models to processes efficient or effective. In such cases one may not be conscious of the model or may not fully comprehend subtleties of the model. A much more efficient and effective method is to devise a model of one's own.		

5.1.1.2.B

Such a model need not be complicated or highly sophisticated. However, it must include each of the main elements and all major procedural steps.

Having identified the major elements of needs assessment, the trainee should now be able to design a model of needs assessment applicable to support systems. Design such a model and present it to your instructor. Be prepared to discuss each element and the total applicability of the model.

Competency Component: 5.1.1 To assist the trainee in becoming familiar with needs assessment techniques.

Behavioral Objective: 5.1.1.2 The trainee will be able to describe the major elements of needs assessment.

Activity No.	*Evaluation Criteria*
5.1.1.2.A	The trainee will need to verbalize the major elements in need assessment. This gives you a better opportunity to probe the "why" of his selection than would be possible were this to be manifested in a narrative paper. Consider such things as the following as you assess the major elements he has chosen: a. consistency with broad, general goals b. national trends c. state Special Education programming d. district constraints, philosophy, financial resources, personnel, facilities, readiness for programs, parental pressures, community resources e. determination of priorities in implementation of services. f. offering of alternatives in providing of services e.g., in-service preparation of regular classroom personnel and utilization of resource personnel / vs special classes, etc. g. contribution of personnel at various levels h. specific behavioral objectives i. evaluation in regard to behavioral objectives-be sure that he is clear and definite about elements included

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support services.

Behavioral Objectives:

5.1.2.1 The trainee will be able to identify administrative problems within an educational setting which may require services rendered by support systems.

5.1.2.2 The trainee will be able to identify curriculum problems within an educational setting which may require services rendered by support systems.

5.1.2.3 The trainee will be able to identify instructional problems within an educational setting which may require services rendered by support systems.

5.1.2.4 The trainee will be able to identify financial problems within an educational setting which may require services rendered by support systems.

5.1.2.5 The trainee will be able to identify communication and/or interpersonal problems within an educational setting which may require services rendered by support systems.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an education setting which may require services rendered by support services.

Behavioral Objective: 5.1.2.1 The trainee will be able to identify administration problems within an educational setting which may require services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.2.1.A To carry out his administrative duties adequately, the director must first understand the total functioning of the school system in which he works. This means understanding staff and faculty relationships and criteria found in the policies and regulations handbook. He must be acquainted with the various individuals and agencies in the community which contribute or relate to services for handicapped youth. In addition he must understand how state and federal leadership in special education influences the local program. The local administrator may maintain communication avenues with other directors in his state who serve districts of approximately the same size. This group can organize recruiting programs which facilitate education and confer with local college and university representatives, discussing revision of existing programs or organizing incipient ones.	5.1.2.1.A Erdman, Robert L., Wyatt, Kenneth E., and Heller, Harold W. The Administration of Programs for Educable Retarded Children in Small School Systems. Arlington, Virginia: Council for Exceptional Children, pp. 29-42. Conner, Leo E. Administration of Special Education Programs. New York: Columbia University, Teachers College Press, 1961, "Looking Ahead," pp. 100-119.	

5.1.2.1.A (continued)

Within this format of administrative functions, we may now consider problems and decisions that the administrator must make that may require the services rendered by support systems.

Read the reference by Erdman, Wyatt, and Heller, and the reference by Connor and compare the functions of the administrator as delineated in each.

Which reference do you find more comprehensive? State reasons. Be prepared to defend your choice orally.

5.1.2.1.B

Read the reference by Baumgartner and Lynch. Identify criteria to consider when developing a special education classroom. Suggest support systems that could engender ideas, facilitating administrative decision making when establishing a special education classroom.

5.1.2.1.C

View the Vimcet filmstrip #17, Instructional Supervision, in conjunction with the accompanying tape. Answer the questions in the presentation and compare your answers with those provided by Vimcet. This activity, in conjunction with its antecedent, should provide an appraisal of administrative

5.1.2.1.B

Baumgartner, Bernice B., and Lynch, Katherine D. Administering Classes for the Retarded. New York: The John Day Company, 1967.

Behavioral Objective 5.1.2.1 *Continued:*

5.1.2.1.C (continued)

indices to consider when establishing and in maintaining a special classroom.

5.1.2.1.D

While administrative problems per se may not have been discussed in the references of the previous activities, it is possible to infer them from your reading.

Write a brief paper (no more than two pages) describing administrative problems which you have inferred from your reading.

Competency Component:	5.1.2	To assist the trainee in delineating various problem areas within an educational setting which may require the services rendered by support services.
Behavioral Objective:	5.1.2.1	The trainee will be able to identify administrative problems within an educational setting which may require services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.2.1.A	The trainee has been asked to read and compare two references regarding administrative functions. While the choice of which is most comprehensive is strictly a personal choice, the trainee should be able to defend both in writing and orally his reasons for choosing that reference. The trainee's written response should indicate that he has read both articles and that he knows the main points of each.
5.1.2.1.B	The trainee has been asked to list criteria to consider when developing a special education classroom. Responses should indicate an understanding of the functions of an administrator and the considerations involved in developing special education classrooms. Each trainee may have somewhat different responses. However, each response should reflect the reading the trainee has completed.
5.1.2.1.C	Self-evaluating
5.1.2.1.D	The trainee has been asked to write a brief paper describing administrative problems which he has inferred from his reading. Responses should reflect a critical analysis of the resources and an understanding of the administrative problems associated with programming.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support services.

Behavioral Objective: 5.1.2.2 The trainee will be able to identify curriculum problems within an educational setting which may require services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.2.2.A The identification of curriculum problems presents a major task to a curriculum consultant. While the evaluation of curriculum cannot be dealt with in detail at this time, the slide-tape presentation should provide basic information necessary to the identification of curriculum problems.	5.1.2.2.A Slide-tape presentation: "Identifying Curriculum Problems" Self-scoring answer sheet.	
5.1.2.2.B In activity 5.1.1.2.A you were introduced to some problems which may occur in the curriculum and some means of gaining clues to these problems. In this activity you will be afforded the opportunity of identifying some curriculum problems from data concerning the curriculum of a hypothetical school system. Resource File 5.1.1.2.B contains information from a curriculum document: information from interviews with an administrator, a teacher, and a student, and information from classroom observations. Evaluate this data using the criteria of a good curriculum discussed in activity 5.1.2.2.A Identify as many problems as possible. Keep in mind that	5.1.2.2.B Resource File 5.1.2.2.B, containing information concerning the curriculum of Shady Oaks School District (a hypothetical district).	

5.1.2.2.B (continued)

while the information given here will be inadequate for accurate identification of specific problems, suggestions of problems do exist in the data. Identify the suggested problem and briefly explain why you identified it as such.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require the services rendered by support services.

Behavioral Objective: 5.1.2.2 The trainee will be able to identify curriculum problems within an educational setting which may require services rendered by support services.

Activity No.	*Evaluation Criteria*
5.1.2.2.A	Self-evaluating. The evaluator may wish to discuss this activity with the trainee following completion of activity 5.1.2.2.B.
5.1.2.2.B	Trainees should identify each of the six problems discussed in activity 5.1.2.2.A from the information in Resource File 5.1.2.2.B The curriculum document suggests (1) a lack of systematic planning and evaluation of the curriculum and (5) a lack of flexibility in the curriculum. The former is evidenced in the described manner of curriculum development and the latter in the rigidity with which activities are to be implemented. The manner of development may also suggest lack of continuity in the curriculum. However, there is a more solid clue to this problem later. The comments of the superintendent regarding the main aim of the school when matched against the specified aims of the curriculum suggests that the curriculum (2) does not meet the aims of the school. The teacher's comments should confirm the earlier suggestion of (4) a lack of continuity in the curriculum. The student's comments may be suggestive of failure to follow through on the fourth aim of developing creative outlets in students, thus implying (3) a lack of balance among the aims. Finally, the observation data should suggest (6) a lack of effective utilization of learning experiences. The evaluator should discuss the trainee's responses with him/her and clarify any points in question. Any trainee who fails to identify two or more of the problems from the information in the resource file should be asked to review activity 5.1.2.2.A.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support systems.

Behavioral Objective: 5.1.2.3 The trainee will be able to identify instructional problems within an educational setting which may require services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.2.3 In most instances instructional problems can be divided into three broad areas: methods, management, and materials. Within each category a plethora of instructional problems may exist, ranging from global, major problems affecting an entire system to minor irritations concerning only one teacher or student. Regardless of the extent of the problem, the party or parties involved are usually desirous of some sort of remediation. The establishment of support systems has been the major strategy adopted to provide this assistance. However, before a service rendered by a support system can be utilized the problem area must be identified and thoroughly described. There are primarily three ways of identifying instructional problems for the purpose of remediation through the use of support systems. Problems can either be reported, observed or inferred. The simulation activities which follow are designed to assist you in acquiring the skills necessary to		

5.1.2.3 (continued)

ascertain the existence of an instructional problem which could be remediated through the use of support systems.

5.1.2.3.A

The following activity is designed to facilitate the utilization of observation as a vehicle for determining instructional problems.

In Resource File 5.1.2.3.A are directions for obtaining a video tape depicting instructional problems. Each segment should be viewed closely and only once. Immediately following each segment turn off the machine and define as completely as possible the observed instructional problem. The description should include the type of problem, i.e., management, materials, or methods, then a detailed analysis of the problem within the instructional area.

5.1.2.3.B

The following activity is designed to facilitate the utilization of written reports as a vehicle for identifying instructional problems.

In Resource File 5.1.2.3.B are examples of written reports of instructional problems. You will notice they may take several forms. Also some state the problem directly, others indirectly.

5.1.2.3.A

Resource File 5.1.2.3.A

A video tape of three classroom periods, each about one or two minutes long.

5.1.2.3.B

Resource File 5.1.2.3.B

Three instructional problems in written form.

5.1.2.3.B (continued)

Read each example, then restate the reported problem in one concise descriptive statement.

5.1.2.3.C

The following activity is designed to facilitate the utilization of inference as a vehicle for determining instructional problems.

Inference as a method for identifying instructional problems is both difficult to describe and use. Inferences can be drawn from a variety of sources. However, since the skill is basic regardless of the source this activity will be limited to making inferences from conversation.

In Resource File 5.1.2.3.C is a ditto composed of remarks and bits of conversation which could be picked up in a teachers lounge. After each statement write what instructional problem you perceive as being identified.

This is a skill that cannot be transmitted. It is assumed to be inherent and, therefore, can be enhanced, but not necessarily cultivated. As a result your responses may differ significantly from others. Because of this, each set of responses will be evaluated separately.

5.1.2.3.C

Resource File 5.1.2.3.C

A ditto of remarks and bits of conversation which could be overheard in a teachers lounge.

5.1.2.3.C (continued)

The final product from each of the above activities is to be submitted to your SECTraC advisor.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support systems.

Behavioral Objective: 5.1.2.3 The trainee will be able to identify instructional problems within an educational setting which may require services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.2.3.A	The trainee has been asked to view three video taped segments of classroom instruction. Following each segment, the trainee was to stop the equipment and define and describe the observed instructional problem. Following are possible conclusions which could be drawn from each segment: Tape 1: Tape 2: Tape 3:

Competency Component: 5.1.2 continued

Behavioral Objective: 5.1.2.3 continued

Activity No.	*Evaluation Criteria*
5.1.2.3.B	For this activity the trainee was asked to respond to three simulated instructional problems in written form. After reading each problem, the trainee was to restate the reported problem in one concise descriptive statement. The simulations given the trainees and possible solutions are given on the following page.

Resource File 5.1.2.3.B

Kay Oberlin
Curriculum Consultant
Maysberg Public Schools
Maysberg, Wyoming

Dear Mrs. Oberlin,

I teach in a class for the intermediate educable mentally retarded in a regular elementary school. The school has provided me with the complete series of the Open Highways reading series by Scott Foresman.

Unfortunately, the students operate on many different levels ranging from total nonreader to reading on grade level. The two students on grade level are doing fine, however the lower students are frustrated and even insulted by the lower level readers. In addition I find having students in six differnt levels of readers very difficult for me to organize and maintain.

I would welcome any suggestion you have.

Mrs. Ellen Collins
Southwest Elementary

Mrs. Ellen Collins

DESCRIPTION OF INSTRUCTIONAL PROBLEM:

The teacher seems to be expressing a problem resulting primarily from materials. More specifically, the reading materials she is now using don't appear to be geared to the ability levels and interest levels of the students.

Mrs. L. Jacques
Curriculum Consultant
Moberly Public Schools
Moberly, Mo. 65201

Dear Mrs. Jacques,

I am the new principal of English Elementary School. The majority of my teaching faculty has been here for several years. A few are not fully certified, but hold temporary certificates. Most of the teachers employ a very traditional lecture method of instruction allowing for very little student interaction and involvement. I am interested in introducing them to a variety of new and different approaches. However, since I am now in this area I am not familiar with all of the resources available to me. I would, therefore, be highly appreciative of any information, guidance and suggestions you may have to offer.

Sincerely,

Paul M. Goodwill

Paul M. Goodwill

DESCRIPTION OF INSTRUCTIONAL PROBLEM:

Several instructional problems are represented here. Foremost seems to be the need for materials which could be shared with teachers dealing with instructional procedures. Secondly, there appears to be a need to identify local facilities which make information on instructional procedures and teacher education available.

Resource File 5.1.2.3.B

**A note left by your secretary.

Southwest Elementary called —
they are unable to handle Raymond Jones —
has been suspended until a solution
can be found.

DESCRIPTION OF INSTRUCTIONAL PROBLEM:

The above report indicated the presence of a severe management problem involving primarily one student.

Competency Component: 5.1.2 continued

Behavioral Objective: 5.1.2.3 continued

Activity No.	*Evaluation Criteria*
5.1.2.3.C	For this activity the trainee was asked to identify possible instructional problems through inference. The trainee was given a ditto of eight teacher remarks which could be overheard in a teachers lounge. After reading each comment, the trainee was to write what instructional problem he perceived as being identified. A copy of the remarks and suggested solutions are given on the following page.

Directions: After each statement write what instructional problem you perceive as being identified.

1. "I can't do a thing with Ray."

Suggestive of a management problem. More information is needed to define the type of problem as behavioral or instructional.

2. "Jenny simply refuses to even try and read in her reading book."

Suggestive of a materials problem since Jenny apparently doesn't balk at her other tasks.

3. "Manuel never sits still when I'm trying to give a lesson."

Suggestive of either a management problem or a method problem. The student could either be bored by excessive teacher talk, or he could display hyperactive tendencies which need to be compensated for.

4. "I wish I could see different kinds of language arts materials other other than textbooks."

Suggestive of a materials problem. This teacher seems to be unhappy with the material he is currently using in language, apparently a textbook, and is interested in locating and reviewing alternative materials.

5. "Suzanne finishes her contracts about an hour earlier than anyone else, then wanders around or just colors."

Suggestive of a management problem. Either not enough work is programmed into Suzanne's contract, or it is too easy for her or there are no provisions made to make meaningful activities available for students who finish their work before others.

6. "Do your students look at the answers and copy in their programmed reading books?"

Suggestive of either a management problem or a materials problem. It might be the teacher has students so spread out that it is impossible to monitor their work closely enough to protect against copying. Or the materials may need to be modified.

7. "Have you ever noticed how Louis makes all of his letters and numbers backwards?"

Suggestive of a materials problem. The constant reversal of letters and numbers suggest a perceptual problem requiring the use of materials designed to remediate such problems.

8. "Even when I tell my students I am only going to give directions once, they still don't listen and never know what to do."

Suggestive of a management problem or a methods problem. The students could have tuned the teacher out because of excessive teacher talk.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas with an educational setting which may require services rendered by support services.

Behavioral Objective: 5.1.2.4 The trainee will be able to identify financial problems within an educational setting which may require services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.2.4 Low salary schedules, crowded classrooms, outdated textbooks, and inadequate library resources are the results of financial problems within the schools. In addition, new and innovative methods of teaching are being developed that will be more expensive for school districts to use. The purpose of this activity is to examine school financial problems that may be served by support systems.		
5.1.2.4.A The trainee should be familiar with the types of financial support available to schools. Revenue sources available to school districts are generally grouped into three categories: namely, local resources, state resources, and federal resources. The trainee is to read the reference by Corbally to become acquainted with the types of support each category provides to a school. The assignment is to obtain an interview with a school administrator knowledgeable in finance to determine the specific amounts of	5.1.2.4.A Corbally, J.E. School Finance. Boston: Allyn & Bacon, Inc., 1967, pp. 55-60, 79-89, 91-98.	

5.1.2.4.A (continued)

revenue available to a particular district. In writing up this activity, the trainee should also identify the community situation investigated and give his reasons for the types of financial support available in the community.

5.1.2.4.B

Resource File 5.1.2.4.B contains a copy of an actual school budget for a school district. Review this budget and compare it with the suggested procedures contained in the selected reference by Jarvis, Gentry, and Stephens. Pay particular attention to the format of the budget in terms of expenditure accounts and procedures utilized for presenting the expenditures, and appropriated expenditures. Identify all items which may be listed as innovative. Explain why the items selected are regarded as innovative. The references listed will be helpful to the trainee in this activity.

5.1.2.4.C

Budgets are usually projected a year in advance and often contain no allocations for emergencies that may develop during the school term. Use the resources provided and also contact school personnel to list five sources of potential trouble to a school budget.

5.1.2.4.B

Jarvis, O.T., Gentry, H.W., and Stephens, L.D. Public School Administration and Finance. West Hyack, New York: Parker Publishing Co., 1967, pp. 111-130.

National Education Association, Research Division. "Use of new techniques in instruction." NEA Research Bulletin, 49 (1971), pp. 82-83.

Bingman, R.M. "Closing the gap between educational theory and practice." School and Community, 57 (1971), pp. 32-38.

Walton, J. "Innovation in education." Forum, 14 (1972), pp. 97-98.

5.1.2.4.C

Grieder, C. "Public school financing must be overhauled." Nations School, 87 (1971), p. 10.

Rice, R.H. "Public school relations problems impede community support." Nations Schools, 86 (1970), p. 12.

5.1.2.4.C (continued)

Tanigan, R.F. "How to prepare a budget for tight times and get it approved." School Management, 15 (1971), pp. 30-31.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require the services rendered by support services.

Behavioral Objective: 5.1.2.4 The trainee will be able to identify financial problems within an educational setting which may require services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.2.4.A	The trainee has been asked to identify types and amounts of financial resources available in a specific school district. The district should be identified and described and the financial resources listed. The trainee has also been asked to give his reasons for the existence of the types of financial support in that particular district. Responses should reflect a careful study of the specific situation in which the district exists and an evaluation of the financial resources.
5.1.2.4.B	The trainee has been asked to evaluate an actual school budget. The responses should reflect a careful reading of the cited resources. Explanations may be probed to determine the logic and reasoning behind each one.
5.1.2.4.C	The trainee has been asked to list five sources of potential trouble to a school budget. Responses should indicate that the trainee has read the cited references and familiarized himself with school budgets. The five trouble sources listed should be main sources and not subcategories of another. The instructor may wish to further discuss this activity with the trainee.

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require services rendered by support services.

Behavioral Objective: 5.1.2.5 The trainee will be able to identify communication and/or interpersonal problems within an educational setting which may require services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.2.5.A Thus far trainees have been asked to identify administrative, curriculum, instructional, and financial problems. In this section the emphasis will be on communication and/or interpersonal problems. There are a vast array of problems within an educational setting that are a result of communication and/or interpersonal difficulties and may require remediation through one or more existing support services. To be able to effectively identify these problems, it is essential that the trainee has an understanding of what is meant by communication and interpersonal problems. A search of the literature will reveal there are few references that specifically discuss communication and/or interpersonal problems. Therefore, the reader must pull from many sources and infer what is meant by communication and interpersonal problems. Many communication problems result from people in education failing to communicate adequately and effectively or by communicating unintentionally in a	5.1.2.5.A Savage, William. Interpersonal and Group Relations in Educational Administration. Atlanta: Scott, Foresman and Company, 1968, pp. 300-303.	

5.1.2.5.A (continued)

manner that is detrimental. With this in mind, the trainee is asked to read pages 300-303 in Savage to gain an understanding of communication. Using the model on page 301 as a basis of understanding develop a brief narrative of the communication process.

5.1.2.5.B

Pages 5-7 in Savage presents a definition of interpersonal and group relations. Although the reference is primarily concerned with educational administration the information can be of profit for those in other areas.

The trainee is to read the section "a definition of interpersonal and group relations." From the information presented develop a transparency which best depicts this information.

5.1.2.5.C

The purpose of the previous activities is to help the trainee gain an understanding of what is meant by the terms communication and interpersonal. A working knowledge of these terms is essential before any type of identification of problems which result from communication and/or interpersonal difficulties is possible.

Resource File 5.1.2.5.C contains a card sorting task. The trainee is to

5.1.2.5.B

Savage, William. Interpersonal and Group Relations in Educational Administration. Atlanta: Scott, Foresman and Company, 1968, pp. 5-7.

5.1.2.5.C

Resource File 5.1.2.5.C

5.1.2.5.C (continued)

sort the cards into the two following areas:

1. problems which result from communication and/or interpersonal problems.

2. problems which result from other causes, i.e., curriculum, financial, etc.

The trainee need only identify the problems which are a result of a communication and/or interpersonal problem on the response sheet.

5.1.2.5.D

In Resource File 5.1.2.5.D the trainee will find a set of simulation problems which result from communication and/or interpersonal problems. The trainee is to select two of the simulations, study them, identify the problem, and discuss the problem. This need not be lengthy but should be complete.

5.1.2.5.D

Resource File 5.1.2.5.D

Competency Component: 5.1.2 To assist the trainee in delineating various problem areas within an educational setting which may require the services rendered by support services.

Behavioral Objective: 5.1.2.5 The trainee will be able to identify communication and/or interpersonal problems within an educational setting which may require services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.2.5.C	The trainee was asked to do a card sorting task where the task was to sort those cards which identify problems which are a result of communication and/or interpersonal problems. The trainee should be asked to explain why he or she identified the problem to be a result of a communication and/or interpersonal problem on at least two of the problems selected. The trainee should also be asked to explain why they may have selected any response that was not listed on the list of appropriate answers or why they may have left out any response that should have been selected. Resource File 5.1.2.5.C Card Sorting Task - Key Card Communication and/or interpersonal problems 1, 4, 6, 7 Problems which result from other causes, i.e., curriculum, financial, etc. 2, 3, 5, 8
5.1.2.5.D	The trainee was asked to select two simulation problems which result from communication and/or interpersonal problems. The problems were to be studied and the response was to include an identification of the problem and a discussion of the problem. The response should be evaluated on the completeness of the response. It should be concise and include all the important information.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objectives:

5.1.3.1 The trainee will be able to identify school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

5.1.3.2 The trainee will be able to gain access to school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

5.1.3.3 The trainee will be able to identify school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.

5.1.3.4 The trainee will be able to gain access to school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.1 The trainee will be able to identify school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.3.1.A Within each educational setting there will be personnel who can yield information relevant to needs requiring the services rendered by support systems. For purposes of this activity we will define these people as being school-based personnel. Due to the gross differences in school districts there will be gross differences in the types of personnel who fit into this category and the roles these people would play. For example, in a very small school district the superintendent, principal, and teachers may be the only school-based personnel who could yield the information relevant to needs requiring services rendered by support systems. However, in a very large school system school-based personnel who might yield this information could include the superintendent, assistant superintendent for instruction, assistant superintendent for personnel, principals, assistant principals, department heads, area specialists, psychologists, counselors, etc.	5.1.3.1.A Note: The following reference is a good resource if you need some information on the design of a questionnaire: Selltiz, C., M. Jahoda, M. Deutsch, and S.W. Cook. Research Methods in Social Relations. New York: Holt, 1969, pp. 552-574.	

5.1.3.1.A (continued)

As a curriculum consultant you should be aware of the school-based personnel who could yield this information. One way of determining the school-based personnel who could render this information is through the use of questionnaire. Therefore, design a questionnaire to be sent to a school district. The intent of this questionnaire is to identify the school-based personnel in that district who could yield information relevant to needs requiring the services of a support system.

Competency Component:	5.1.3	To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.
Behavioral Objective:	5.1.3.1	The trainee will be able to identify school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.3.1.A	The trainee was asked to design a questionnaire to be sent to a school district. The intent of the questionnaire was to identify the school-based personnel in that district who could yield information relevant to needs requiring the services of support systems. The questionnaire should be evaluated on the following: creativity completeness neatness conciseness form appropriateness of questions types of questions

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.2 The trainee will be able to gain access to school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.3.2.A Once the existing school-based personnel who can yield information relevant to needs requiring support systems have been identified the curriculum consultant must be able to gain access to them. One means of gaining access is via the telephone. However, before pursuing a conversation on the telephone to gain information, the person making the call should be well aware of the information he is seeking. Select a person from a school-based personnel who could yield information relevant to needs requiring support systems. After you have done this generate a list of guideline questions that would be appropriate. Then submit these guideline questions to your instructor for evaluation. After these have been discussed and approved by your instructor contact the person from the school-based personnel via the telephone. After the telephone conversation write a paragraph summarizing the information you received through the telephone conversation.		

Behavioral Objective 5.1.3.2 *Continued:*

5.1.3.2.A (continued)

In summary, the following are to be completed for this activity:

1. Select a person from school-based personnel.

2. Develop a list of guideline questions.

3. Have the guideline questions approved by your instructor.

4. Contact the person via the telephone.

5. Write a summary paragraph.

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.2 The trainee will be able to gain access to school-based personnel who may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.3.2A	The trainee was asked to select a person from a school-based personnel and gain access via the telephone. However, before making this contact the trainee was to generate a list of guideline questions to be used. The questions should be clear, concise, and able to obtain the relevant information. After the contact with the school-based personnel via the telephone, the trainee was asked to write a summary paragraph summarizing the information received. The paragraph should state any problems identified, a reaction to the conversation, etc.

Competency Component: 5.1.3 **To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.**

Behavioral Objective: 5.1.3.3 **The trainee will be able to identify school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.**

Enabling Activities	*Resources*	*Comments*
5.1.3.3 A second potential resource for acquiring information relevant to needs which may require services rendered by support systems is school-based matériel. Generally school-based matériel may be thought of as any printed materials housed within a school system. Examples would be cumulative student records, curriculum guides, census data records, etc. Generally, similar types of printed materials may be found in any school system, although headings assigned to them will probably vary. Remember also, a glaring absence of a material which is usually present may also be indicative of needs requiring services. As a curriculum consultant it will be your job to be cognizant of the varying types of material which may or may not exist in any one particular educational setting. 5.1.3.3.A In Resource File 5.1.3.3.A are selected components from the UCEA Urban Simulation Monroe City Materials. Included are various examples of or allusions to matériel which is generally	5.1.3.3.A Resource File 5.1.3.3.A: Selected components of the UCEA Urban Simulation Monroe City Materials.	

5.1.3.3.A (continued)

considered to be school-based. Take time to carefully read through these matériels. Once you are familiar with the matériels and the type of information included, generate a checklist of the different school-based material you have identified which could yield information relative to existing needs. Prepare the checklist as if you were going into a school system to identify these matériels. Remember to include provisions for recording either the existence or absence of a matériel. Your final checklist will be evaluated on the following criteria:

1. completeness of the matériel listing
2. ease of administration
3. neatness in appearance and design
4. ease of interpretation by others

The final product is to be submitted to your SECTraC advisor.

5.1.3.3.A (continued)

Resource File 5.1.3.3.A continued:

(a) The School System's Professional Staff #12

(b) Monroe City's Educational Program #11

(c) Monroe City Public Schools: Professional Negotiations #13

(d) The students of Monroe City #15

(e) Abraham Lincoln Elementary School Information Bank Folder

(f) Wilson Senior High Principalship Simulation Folder

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.3 The trainee will be able to identify school-based materiél (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.3.3.A	The trainee has been asked to read carefully a number of selected components from the UCEA Urban Simulation Monroe City Materials. From this information the trainee has been asked to design an inclusive checklist of school-based materials which may or may not exist in any one educational setting. The checklist is to be evaluated on the following criteria: 1. completeness of the materiél listing 2. ease of administration 3. neatness in appearance and design 4. ease of interpretation by others An example is included on the following page but should be considered as meeting only minimal requirements.

Rater: _____

Date: _____

School System: _____

_____

School-Based Matérial Checklist

No.	Matérial	Absent from School System	Existant in School System	Information NOT Indicative of an Existing Need	Information IS Indicative of an Existing Need		Description of Obtained Information
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

Remarks:

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.4 The trainee will be able to gain access to school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.3.4 In the preceding activity you identified school-based matériel which could be used in ascertaining the existence of needs requiring services rendered by support systems. Once you have identified these resources it becomes necessary to gain access to them. Access can be gained in a variety of ways. For example, depending on the exact matériel desired, you can gain admission via a teacher, an administrator, a secretary, a curriculum consultant, etc. As a curriculum consultant it will be your responsibility to know which avenue is the most appropriate for gaining access to desired material. The following activity is designed to facilitate the acquisition of this information. 5.1.3.4.A In the preceding activity you developed a checklist for identifying school-based matériel. For this activity it is your task to take this checklist, go into a school system and interview a selected person to determine the procedures required to gain access to		

Behavioral Objective 5.1.3.4 *Continued:*

5.1.3.4.A (continued)

the matériels listed. The following procedure for completing this activity is suggested:

1. Select a school system easily accessible to you.

2. Determine the person in this system who would have the information you desire.

3. Contact this person, explain your purpose and arrange an appointment for an interview.

4. Meet with this person at the designated time to determine which procedures are suggested to gain admission to each material.

5. Write a resumé of the interview including the procedures prescribed for gaining access to each material.

Submit the final resumé to your SECTraC advisor.

Competency Component: 5.1.3 To assist the trainee in utilizing school-based resources which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.3.4 The trainee will be able to gain access to school-based matériel (i.e., school records, policy statements, educational resources, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.3.4.A	For this activity the trainee was instructed to take the checklist, designed in the preceding activity for identifying school-based matériel, into a school system to determine the precise procedures required to gain admission to the materials. The following procedure was recommended to the trainee: 1. Select a school system easily accessible to you. 2. Determine the person in this system who would have the information you desire. 3. Contact this person, explain your purpose and arrange an appointment for an interview. 4. Meet with this person at the designated time to determine which procedures are suggested to gain admission to each material. 5. Write a resumé of the interview including the procedures prescribed for gaining access to each material. The resulting resumé should be evaluated on the following criteria: 1. completeness, in terms of a procedure discussed for each material listed in the checklist. 2. quality of the resumé; i.e., could it be read by a person unfamiliar with the procedures and used to gain access successfully?

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objectives:

5.1.4.1 The trainee will be able to identify extraschool-based individuals who may yield information relevant to needs requiring services rendered by support systems.

5.1.4.2 The trainee will be able to gain access to extra-school-based individuals who may yield information relevant to needs requiring services rendered by support systems.

5.1.4.3 The trainee will be able to identify the extra-school-based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.

5.1.4.4 The trainee will be able to gain access to extra-school-based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.1 The trainee will be able to identify extraschool-based individuals who may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.4.1 Ideally, any person in the community may be a potential source of information regarding the needs of the school. In reality, however, a much smaller number of persons will have sufficient familiarity with the school to provide adequate information about the school's needs. Therefore, a major task confronting the curriculum consultant is the identification of extraschool-based persons who can provide information relevant to those needs of a school which may require the services rendered by a support system. One large group of individuals having familiarity with the school system is parents of children attending school in the system. There are a number of ways to identify the individuals belonging to this group. Teachers, counselors, principals, or other personnel may be able to provide the names of part or all of the members of this group in a given system. Other individuals and groups who may be able to provide information concerning school needs are described in materials included in Resource File 5.1.4.1.A.		

5.1.4.1.A

Read the simulation booklets in Resource File 5.1.4.1.A. Note as you read through each booklet the types of individuals and groups who are identified in Monroe City as persons having knowledge of the needs of the school. The groups and individuals discussed are, of course, hypothetical. However, much of the information given is generalizable to other school districts.

List the individuals and groups outside of the school who may be able to provide information relevant to the needs of the school. From the information given in the simulation, briefly describe how one might identify these persons in another community or system.

5.1.4.1.B

Select five groups or individuals from the simulation and identify their counterparts in a school system of your choice. Describe the groups or individuals that you identify in the community of your choice. Identify the types of information each might provide.

5.1.4.1.A

Resource File 5.1.4.1.A, containing:

Selected components of the UCEA Urban Simulation Monroe City Materials.

a. The Political Environment of the Monroe City School System #3.
b. Patterns of Influence in Monroe City #6.
c. Community Organizations in Monroe City and their Demands Upon the School System #8.
d. Perceived Challenges to Educational Leadership in Monroe City #14.

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.1 The trainee will be able to identify extraschool-based individuals who may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.4.1.A	The trainee should list many of the following groups and individuals as having information relevant to school needs: State Department of Education State Education Association American Federation of Teachers Parent Teacher Association University Dean Urban League NAAC United Community Council State Legislature City Council Urban Education Coalition Model Cities Community Ministerial Association Chamber of Commerce University Department of Education Black Parents League League of Women V oters Neighborhood School Improvement Group Community Action Organization Civil Rights Council
5.1.4.1.B	1. Groups and/or individuals should be clearly identified. 2. A clear description should be given of the group. 3. The type(s) of information such a group would have relevant to needs of the school should be clearly described.

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.2 The trainee will be able to gain access to extraschool-based individuals who may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.4.2.A Two techniques which are useful in gaining access to individuals and groups with knowledge of school needs are interview and questionnaire techniques. The resource identified in Resource File 5.1.4.2.A describes interview and questionnaire techniques. Although the techniques are discussed in terms of research, they are nonetheless applicable to eliciting information from extraschool-based individuals and groups. Construct (1) a set of questions for an interview, and (2) a questionnaire to be distributed to a group of persons. Each should be constructed to elicit information concerning school needs and should be geared to the specific individuals or groups identified in activity 5.1.4.1B.	5.1.4.2.A Resource File 5.1.4.2.A, containing: Selltiz, C., Jahoda, M., Deutsch, M., and Cook, S.W. Research Methods in Social Relations. New York: Holt, 1969, pp.546-587.	

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.2 The trainee will be able to gain access to extra-school-based individuals who may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.4.2.A	1. Questionnaires and/or interview questions should be specific to the group(s) or individuals to whom they are to be administered. 2. Questions should elicit answers regarding needs or perceived needs. 3. Questionnaires should be simple and straightforward and should not require great time and/or effort to complete. 4. Interview questions should be to the point and not needlessly wordy.

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.3 The trainee will be able to identify the extraschool-based matériel (i.e., newspaper, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Enabling Activities	*Resources*	*Comments*
5.1.4.3 The effectiveness of a support service is determined in part by information which has indicated a need for such a service. The need for this information has increased recently as a result of new and innovative educational practices being attempted in schools, and demands by the public for educational accountability. Unfortunately, unless a crisis situation develops within the community or the local high school basketball team obtains state recognition, school news is not adequately provided to the public. Situations requiring a support service are often not provided coverage at all. A primary source for information in the aspects of extraschool-based matériel is the local newspaper. One public communication, however, will seldom be enough to cover all aspects of a problem. Several types of media will provide a better evaluation of the need for a support system. The purpose of this objective is to identify various extraschool-based matériel which may yield information rele-		

5.1.4.3.A

A newspaper can provide an excellent method of informing the public of a need for a support service. While newscasts on television may have stronger impact at the moment, they are of necessity brief, while a newspaper story with its details is a tangible thing to which the reader can refer. When he sees it in print in a reputable newspaper, the reader can believe a story and, with a chance to reread it, is less apt to be left with a confused idea.

The references provided give a basic understanding and background of the newspaper and its relation to education. Read them before proceeding to the activity.

For two weeks, compile a file of articles (from a newspaper to which you have access) which pertain to educational activities, preferably within the designated community served by the newspaper. Determine how many of the articles pertain to the need for support services, or merely describe extracurricular activities. If the latter are more publicized, write a one-page paper with your reasons for this situation. Examine the type of community, educational level of the general population, and pride in the educational system. If support services are mentioned describe the circumstances in which they are required.

5.1.4.3.A

McCloskey, G. Education and Public Understanding. New York: The MacMillan Co., 1967, pp. 432-446.

The Schools and the Press. Washington, D.C.: National School Public Relations Association, 1965, pp.9-16.

Behavioral Objective 5.1.4.3 *Continued:*

5.1.4.3.B

Prepare a news release for the following activity (the reference by the national School Public Relations Association provides examples of press releases).

Children of Brown Elementary School, 1234 Stoney Brook Drive, Chicago, will receive a free measles vaccination on Saturday, April 25, 1973, at 7:00 p.m.

(Brown School is located within the inner city and it will be necessary to stress to the parents the need for caution in sending their children to school that late at night alone. It is important that the children obtain the shots.)

5.1.4.3.C

Television and radio are also important aspects in providing information relevant to needs of the school. The impact that these two media can bring to the public concerning school issues should not be underestimated. Read the references for a background before proceeding to the activity.

The trainee is to develop a general plan for presenting an aspect of special education service to the public via television. The subject of the program will be "The Education of the Blind Child in the Regular Classroom." The date of production is May 10.

5.1.4.3.C

Guerin, D. "Reach the public; the three r's plus 2." A-V Instructor, 6 (1971), pp.41-43.

Demeter, L. "Translating the language of television, radio, and films into more effective school public relations." In L.W. Kindred (Ed.). Communications Research & School-County Relations. Philadelphia: College of Education, Temple University, 1965, pp. 189-205.

Dapper, G. Public Relations for Educators.

Resource File 5.1.4.3.C

5.1.4.3

Decide upon the points to be emphasized and suggest several situations which might be utilized. Resource File 5.1.4.3.C contains an outline which the trainee might elect to follow.

5.1.4.3.D

Other methods of communication such as booklets, flyers, etc., can also provide information to stimulate discussion of an issue and provide repetition of a message. They should not be used as a substitute for the other types of media. Efficiently prepared publications can keep the community informed about educational needs and services.

Use the references listed and other sources available and identify and list five types of communication that might be used to inform the public of a need for a support service.

5.1.4.3.D

Kindred, L.W. How to Tell the School Story. Englewood Cliffs, New Jersey: Prentice-Hall, 1960, pp. 289-317.

Taylor, J.P. "PR: Using all the media all the time." School Management, 14 (1970), pp. 12-14.

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.3 The trainee will be able to identify the extra-school-based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.4.3.A	The trainee has been asked to evaluate clippings from a newspaper concerning educational activities. If the clippings reflected mainly extracurricular activites, the trainee was asked to explain why he thought this was so. Possible explanations include: 1. Lack of community interest in substantive issues. 2. Failure of the newpaper to report such issues. 3. The lack of major issues in the school. (This is unlikely, however.) 4. Tight press control by administration. etc. The trainee is also asked to examine and describe the community. He should present evidence for any conclusions drawn about the community. Any support systems mentioned or implied should be listed.
5.1.4.3.B	Chicago Public Schools John Doe, Supervisor Madison 5-8921 Ext. 528 3-21-73 MEASLES VACCINATION FOR ELEMENTARY STUDENTS Immediate Release Release may be worded in various ways.
5.1.4.3.C	GENERAL PLAN FOR EDUCATIONAL TELEVISION PROGRAM FOR THURSDAY, MAY 10, 2:00 PM Subject to be demonstrated: The teaching of a blind child in a regular classroom.

Competency Component: 5.1.4 continued

Behavioral Objective: 5.1.4.3 continued

Activity No.	*Evaluation Criteria*
5.1.4.3.C	Group to be used: Varies What to show: Varies Arrangements on Stage: Varies
5.1.4.3.D	Sources: Annual reports Statistics and charts House publications Leaflets Handbooks Pamphlets

Competency Component: 5.1.4 **To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.**

Behavioral Objective: 5.1.4.4 **The trainee will be able to gain access to extraschool-based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.**

Enabling Activities	*Resources*	*Comments*
5.1.4.4 After the trainee has been able to identify and become somewhat familiar with the extraschool-based matériel, he should be able to gain access to these items. This would at first appear relatively simple for many of the sources. In reality, however, unless the school has an official public relations person to supply needed information the news available is limited. This person must also provide information to the other media, not just the more popular ones. 5.1.4.4A In order to gain access to the matériel being used in his community the trainee should select three persons who work in a capacity related to education and obtain from them two sources which they use to obtain their information concering school problems. Make a list of the sources. Your task will be to obtain access to each of the sources listed. In writing up this activity, list the source, how you obtained it, whether or not it is available to the public, frequency of publication, and cost.		

Behavioral Objective 5.1.4.4 *Continued:*

5.1.4.4.B

Use the form developed in Resource File 5.1.4.B and apply the information obtained in Activity 5.1.4.4.A.

5.1.4.4.B

Resource File 5.1.4.4.B

Competency Component: 5.1.4 To assist the trainee in utilizing extraschool-based resources (i.e., community, state and national level) which yield information relevant to needs requiring services rendered by support systems.

Behavioral Objective: 5.1.4.4 The trainee will be able to gain access to extra-school-based matériel (i.e., newspapers, project reports, census data, etc.) which may yield information relevant to needs requiring services rendered by support systems.

Activity No.	*Evaluation Criteria*
5.1.4.4.A	The trainee should test his sources of information, means of obtaining the information, availability, frequency, and cost. The trainee may also respond orally to questions concerning the value of the matériel.
5.1.4.4.B	The information gathered in activity 5.1.4.4.A should be evaluated with use of the form in Resource File 5.1.4.4.B. The trainee should discuss the purpose and value of thus classifying the information.

Project No. 35359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 5.0 Evaluating / Support Systems

Competency 5.2 A curriculum consultant should be capable of identifying, describing, and gaining access to the various support systems available to school administrators.

September 1973

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 12 3140

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #5: Evaluating / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support system evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporates financial resources and parental involvement in programming for exceptional children in the definition of support services. You will first be introduced to procedures in the area of need assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing of evaluation skills applicable to support services.

MODULE ELEMENT SPECIFICATIONS:

Competency 5.2: A curriculum consultant should be capable of identifying, describing, and gaining access to the various support systems which render services to education.

Competency Component:

5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refer
			5.2.1.1 The trainee will be able to identify the existing support systems available to school administrators.	
			5.2.1.2 The trainee will be able to describe the services provided through the support systems available to school administrators.	
			5.2.1.3 The trainee will be able to gain access to the support systems available to school administrators.	
			5.2.2.1 The trainee will be able to identify the existing support systems available to teachers.	
			5.2.2.2 The trainee will be able to describe the services provided through the support systems available to teachers.	
			5.2.2.3 The trainee will be able to gain access to the support systems available to teachers.	
			5.2.3.1 The trainee will be able to identify the existing support systems available providing direct service to children.	
			5.2.3.2 The trainee will be able to describe the services provided through the support systems providing direct service to children.	
			5.2.3.3 The trainee will be able to gain access to the support systems providing direct service to children.	
			5.2.4.1 The trainee will be able to identify the existing support systems available to parents.	
			5.2.4.2 The trainee will be able to describe the services provided through the support systems available to parents.	
			5.2.4.3 The trainee will be able to gain access to the support systems available to parents.	
			5.2.5.1 The trainee will be able to identify the existing support systems serving the community as a whole	
			5.2.5.2 The trainee will be able to describe the services provided through the support systems available to the community.	
			5.2.5.3 The trainee will be able to gain access to the support systems available to the community.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC Staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

5.2.1.1.A

5.2.1.2.A

5.2.2.2.A

5.2.2.3.A

5.2.3.1.A

5.2.3.3.B

5.2.4.1.D

5.2.4.2.A

5.2.5.1.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

Behavioral Objectives:

5.2.1.1 The trainee will be able to identify the existing support systems available to school administrators.

5.2.1.2 The trainee will be able to describe the services provided through the support systems available to school administrators.

5.2.1.3 The trainee will be able to gain access to the support systems available to school administrators.

Competency Component: 5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

Behavioral Objective: 5.2.1.1 The trainee will be able to identify the existing support systems available to school administrators.

Enabling Activities	*Resources*	*Comments*
5.2.1.1.A To implement a viable special education program, a school administration should receive supplementary services from certain school and community sources (in this instance community will include local, state and national support systems). The pupose of this activity is to develop trainee awareness of these support systems. Prepare a list of personnel and organizations that directly facilitate the school administration in the development and implementation of a special education setting. The references cited are only representative of the resource material available. For further information peruse the references listed in the bibliographies of the resources. List the sources from which you inferred each type of service.	5.2.1.1.A Voelkner, Paul H., and Mullen, Frances A. "Organization, Administration, and Supervision of Special Education." The Process of Special Education Administration. Scranton, Pennsylvania: International Textbook Company, 1970, pp. 79-81. State of Illinois, Superintendent of Public Schools. "Functions of the Director of Special Education." The Process of Special Education. Scranton, Pennsylvania: International Textbook Company, 1970, pp. 410-427 Gearheart, B.R. "Growing Interest in Special Education Administration." Administration of Special Education. Springfield, Illinois: Charles C. Thomas, 1967, pp. 68-90	

Competency Component: 5.2.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.2.1.1 The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.

Activity No.	*Evaluation Criteria*
5.2.1.1.A	The trainee should list services available to administrators of special education programs. Each listing should be accompanied by a listing of the reference from which each service was drawn.

Competency Component: 5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school adminstrators.

Behavioral Objective: 5.2.1.2 The trainee will be able to describe the services provided through the support systems available to school administrators.

Enabling Activities	*Resources*	*Comments*
5.2.1.2.A Having identified the available administrative support systems, the trainee is ready to describe the services they render. Prepare a paper describing the functions of the support systems listed in the preceding activity.	5.2.1.2A Voelkner, Paul H., and Mullen, Frances A. "Organization, Adminstration, and Supervision of Special Education." The Process of Special Education Administration. Scranton, Pennsylvania: International Textbook Company, 1970, pp.79-81. State of Illinois, Superintendent of Public Schools. "Functions of the Director of Special Education." The Process of Special Education. Scranton, Pennsylvania: International Textbook Company, 1970, pp. 410-427. Gearheart, B.R. "Growing Interest in Special Education Administration." Administration of Special Education. Springfield, Illinois: Charles C. Thomas, 1967, pp. 68-90.	

Competency Component: 5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school adminstrators.

Behavioral Objective: 5.2.1.2 The trainee will be able to describe the services provided through the support systems available to school administrators.

Activity No.	*Evaluation Criteria*
5.2.1.2.A	The trainee has been asked to prepare a paper describing the services rendered by administrative support systems identified by the trainee in the preceeding activity. The descriptions should be concise, and easily readable. Finally each description should be relative to the administrative support systems.

Competency Component: 5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

Behavioral Objective: 5.2.1.3 The trainee will be able to gain access to the support systems available to school administrators.

Enabling Activities	*Resources*	*Comments*
5.2.1.3.A Having identified available administrative support systems and the functions of each, the trainee should become aware of provided services utilized in the local school districts. Arrange an interview with a local school administrator. Prepare the interview within this format: 1. An identification of Professional services used in implementing a special education program. 2. Identify the community services. 3. A discussion of Special Education programs funded by state and federal agencies. 4. Discuss the special education standards stipulated by the State Department of Education, e.g., type of curriculum, teacher certification, etc. Prepare a short paper or cassette recording on the information gained in the interview.		

Competency Component: 5.2.1 To assist the trainee in identifying, describing, and gaining access to the various support systems available to school administrators.

Behavioral Objective: 5.2.1.3 The trainee will be able to identify new tional practices and instructional materials which would be appropriate topics for in-service training.

Activity No.	*Evaluation Criteria*
5.2.1.3.A	The trainee's paper or recording should encompass each of the four areas listed in the activity. The trainee should identify the person interviewed and the school program with which he/she is associated. The instructor may wish to discuss the information and its implications with the trainee.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Behavioral Objectives:

5.2.2.1 The trainee will be able to identify the existing support systems available to teachers.

5.2.2.2 The trainee will be able to describe the services provided through the support systems available to teachers

5.2.2.3 The trainee will be able to gain access to the support systems available to teachers.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Behavioral Objective: 5.2.2.1 The trainee will be able to identify the existing support systems available to teachers.

Enabling Activities	*Resources*	*Comments*
5.2.2.1.A Each day teachers are confronted with a multitude of educational concerns ranging from materials selection to parental counseling. Recently this chore has been compounded by the appearance of new methodologies, materials and media at an astonishing rate. To expect teachers to remain fully cognizant of these new developments and skilled in their application is unrealistic. The result of this dilemma has been the establishment of auxiliary services to function as support systems for teachers. Support systems can take many forms offering a wide range of services. For example, to help facilitate home-school relations and communications many schools include "home-school" workers on their staffs to act as an intermediary between teachers and parents. Although there is variability in the services rendered by support systems both in the exact nature of the service and the title attached to it, several broad categories can usually be identified.	5.2.2.1.A Filmstrip: "An Overview of Support Systems Rendering Services Directly To Teachers"	

5.2.2.1.A

These general categories are presented for you in a slide-tape presentation entitled "An Overview of Support Systems Rendering Services Directly to Teacher," stored in Resource File 5.2.2.1.A. Within each general category representative systems are identified. This filmstrip is not designed to be inclusive of all existing support systems. It merely identifies for you those which can generally be found in most educational settings. An answer sheet designed to accompany the slide-tape presentation is also included in Resource File 5.2.2.1.A.

After viewing the filmstrip, your task is to generate a suggested procedure which could be utilized in identifying or determining the actual existence of these support systems within any given educational setting. At this point it is not necessary to be concerned with a prior delineation of services rendered by the systems, only their existence.

The final product and the answer sheet completed during the presentation are to be submitted to your advisor, then maintained for use in a later activity.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various subsystems available to teachers.

Behavioral Objective: 5.2.2.1 The trainee will be able to identify the existing support systems available to teachers.

Activity No.	*Evaluation Criteria*
5.2.2.1.A	The trainee has been asked to complete an answer sheet while viewing the slide-tape presentation "An Overview of Support Systems Rendering Services Directly to Teachers." The trainee was to generate additional examples of support systems for each of the general categories discussed. An example of the answer sheet is included on the following page. The answers will differ for each trainee and should be evaluated separately. However, all responses should reflect the following criteria: 1. A support system directed primarily to teachers. 2. A support system which provides the type of service indicated by the response heading. The trainee has also been asked to generate a suggested procedure for determining the existence of support systems presented in the slide-tape presentation in any one particular educational setting. Each procedure will differ in some respects and should be reviewed individually. In general, the procedures should meet the requirements stated below: 1. economical, in terms of time and effort required. 2. inclusive of serveral possible resources available on local, state and federal levels.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Behavioral Objective: 5.2.2.2 The trainee will be able to describe the services provided through the support systems available to teachers.

Enabling Activities	*Resources*	*Comments*
5.2.2.2.A Once a support system has been identified as providing services directly to teachers, it is necessary to ascertain the exact nature of these services. Again, as there is variability within existing support systems in any one educational setting, there is also variability in existing services in any one support system. Nevertheless, certain services are nearly always contained in certain support systems. To facilitate an awareness of the nature of these services, a card sort activity has been provided for you in Resource File 5.2.2.2.A. The yellow cards with the single digits represent probable support systems within a hypothetical educational setting. The blue cards with three digits represent individual services which are generally rendered by a support system directed toward teachers. It is your task to match the services with the appropriate support system. If there appears to be some overlap between the services offered by different systems, select the support system most readily accessible to teachers.	5.2.2.2.A Resource File 5.2.2.2.A Two color coded decks: one listing support systems, the other listing services rendered by support systems.	

In some instances more than one match is acceptable. The numbers do not represent any sequence or numerical order and for your purpose should be ignored.

Once the cards have been sorted, record the numbers on the answer sheet provided with the cards according to the directions given. This answer sheet is to be submitted to your SECTraC advisor as verification of completion of this activity.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Behavioral Objective: 5.2.2.2 The trainee will be able to describe the services provided through the support systems available to teachers.

Activity No.	*Evaluation Criteria*
5.2.2.2.A	In this activity the trainee was asked to perform a card sort task, matching services to support systems. Suggested matches are listed below. SPECIAL EDUCATION DIRECTOR 1 54 13 81 12 LANGUAGE ARTS SPECIALISTS 2 82 65 11 33 INSTRUCTIONAL MATERIAL AND RESOURCE CENTER 56 68 40 15 SPECIAL EDUCATION CURRICULUM CONSULTANT 99 62 18 37 26 If there are numerous deviations from the matches suggested, a conference with the trainee is recommended.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers.

Behavioral Objective: 5.2.2.3 The trainee will be able to gain access to the support systems available to teachers.

Enabling Activities	*Resources*	*Comments*
5.2.2.3.A In previous activites, support systems and their corresponding services were identified and described to you. From this information you should now be able to go into the field, ascertain the availability of a support system and gain access to its services. Utilizing the procedures generated in activity 5.2.2.1.A., identify one existing support system in an educational setting of your choice which provides services primarily to teachers. Secondly, set up an appointment for an interview with a teacher in the same setting. From this interview determine the procedure involved in gaining access to the service rendered by the identified support system. Written results of the interview are to be submitted as verification for completion of this activity. The final product should specify the following information. 1. Procedure utilized in identifying the existing support system. 2. A list and description of the services rendered by the support system.	1. An educational setting of the trainee's choosing. 2. A teacher within the educational setting.	

Behavioral Objective 5.2.2.3 *Continued:*

3. An outline of the procedures used to gain access to the services.
4. The names of the educational setting and teacher visited.

Competency Component: 5.2.2 To assist the trainee in identifying, describing, and gaining access to the various support systems available to teachers

Behavioral Objective: 5.2.2.3 The trainee will be able to gain access to the support systems available to teachers.

Activity No.	*Evaluation Criteria*
5.2.2.3.A.	The trainee has been instructed to a.) identify one existing support system in an educational setting, b.) ascertain the services rendered and c.) interview a teacher in the setting to determine procedures for gaining access to the services. The final product should include the following: 1. Procedure utilized in identifying the existing support system. 2. A list and description of the services rendered by the support system. 3. An outline of the procedures used to gain access to the services. 4. The names of the educational setting and teacher visited.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objectives:

5.2.3.1 The trainee will be able to identify the existing support systems available providing direct services to children.

5.2.3.2 The trainee will be able to describe the services provided through the support systems providing direct service to children.

5.2.3.3 The trainee will be able to gain access to the support systems providing direct service to children.

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.1 The trainee will be able to identify the existing support systems available providing direct service to children.

Enabling Activities	*Resources*	*Comments*
5.2.3.1.A As a curriculum consultant you will be requested by administrators, teachers, etc., to suggest appropriate support systems that provide various services for children. In order for you to be able to satisfactorily fulfill these requests it will be necessary for you to have a working knowledge of the various support systems that are available. In this activity you are to read the resources to gain an understanding of those support systems which provide services to handicapped children. Keep in mind that in this activity you are only being asked to identify support systems. The resource, "A Guide to Agencies and Organizations Concerned with Exceptional Children," pertains to national organizations which provide services to handicapped children whereas the resource, "Counseling Services," describes a specific service available to handicapped children. Read the resources and generate a list of support systems which provide services to children.	5.2.3.1.A Eric. "A Guide to Agencies and Organizations Concerned with Exceptional Children." Exceptional Children, Vol. 25, No. 8 (1969), pp. 647-662. Schild, Sylvia. "Counseling Services." In R. Koch and J. Dabson (eds.) The Mentally Retarded Child and His Family: A Multidisciplinary Handbook. New York: Brunner/Mazel, 1971, pp. 273-283.	

Behavioral Objective 5.2.3.1 *Continued:*

5.2.3.1.B

In the previous activity you identified general support systems which provide services to children. The support systems you identified are primarily those that are universally available to any handicapped children. Not only will you need to be knowledgeable of universal support systems but as a curriculum consultant you will also need to know of specific support systems available in a local school district.

Select a local school system and identify the various support systems that provide services to children. To perform this activity you will need to interview someone who is knowledgeable of support systems in the school system. Therefore, set up an interview with a school administrator or other persons knowledgeable in this area and obtain this information. Make a list of all the support systems that provide services to children. Also indicate whom your interview was with. Be prepared to discuss your interview with your instructor.

5.2.3.1.C

Up to this point you have identified support systems that are universal and those that are available in a specific school system. Although these provide many of the services requested there is still one source that has not been tapped. This source is the surrounding community. In this activity you are to search the community for

5.2.3.1.C (continued)

additional support systems which provide services to children. Since there is no one source that is available for obtaining this information you will need to consider those sources that are unique to the local community in which you are working. The telephone is one likely source of information. After you have completed the search of the community generate a list of support systems which you have identified that provide services to children. Indicate the source of information for the support services you identify.

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.1 The trainee will be able to identify the existing support systems available providing direct service to children.

Activity No.	*Evaluation Criteria*
5.2.3.1.A	The trainee has been asked to list support systems which provide services to handicapped children. The trainees list may be checked against the reference identified in the activity. The listing should indicate that the trainee has carefully reviewed the reference and listed the identified support systems.
5.2.3.1.B	1. The trainee should identify the person whom he has interviewed and indicate that persons position in the school system which he has chosen. 2. The trainee should list the support systems identified by the person whom he has interviewed. 3. The instructor may wish to discuss the interview with the trainee and draw implications for the school system.
5.2.3.1.C	The trainee should list a number of support services for handicapped children available in the local community. For each support service identified the trainee should indicate the source of information from which he identified the support system.

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.2 The trainee will be able to describe the services provided through the support systems providing direct service to children.

Enabling Activities	*Resources*	*Comments*
5.2.3.2.A Being able to identify the support systems which provide services to children is only part of the information necessary to achieve full utilization of these support systems. Information about specific services offered and on what basis these services are offered is an essential part of the knowledge needed to benefit from the support system. Therefore, as a curriculum consultant you should be knowledgeable of the services that are provided by each support system. Many support systems provide, upon request, descriptive pamphlets which state the services they provide. Write a letter to obtain these descriptive pamphlets from at least one universal, one school and one community support system. 5.2.3.2.B After being asked to identify the support systems that provide services to children you will most likely be asked to give detailed information describing the services they provide. Since this will be too large a volume		

Behavioral Objective 5.2.3.2 *Continued:*

5.2.3.2.B (continued)

of information for you to remember it will be necessary to set up some type of retrieval system. Set up a retrieval system that allows you to be able to retrieve the information which describes the services available in a support system. For each support system identified in the activites from behavioral objective 5.2.3.1 provide the following information:

1. Name of support system
2. Address
3. Services offered
4. Who is eligible for services
5. Any fee
6. Any necessary referrals
7. Additional relevant information

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.2 The trainee will be able to describe the services provided through the support systems providing direct service to children.

Activity No.	*Evaluation Criteria*
5.2.3.2.A	The trainee's letters should be in typical business letter form. Letters should be clear, to the point, and should state specifically the types of information one desires.
5.2.3.2.B	The trainee should provide the following information for each of the support systems identified in 5.2.3.1: 1. Name of support system 2. Address 3. Services offered 4. Who is eligible for services 5. Any fee 6. Any necessary referrals 7. Additional relevant information

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.3 The trainee will be able to gain access to the support systems providing direct service to children.

Enabling Activities	*Resources*	*Comments*
5.2.3.3.A It is not enough to be able to identify support systems and to describe the services they render to children. It is also necessary to be able to gain access to these services. The information you obtained in activity 5.2.3.2.B provides insight into the manner in which you would gain access to the support system. For example, if a referral of any type is necessary you must obtain a statement from the referring authority of the child's need for the service. Many support systems do not require a referral. Design a communiqué to gain access to a support system. Submit this communiqué to your instructor. The communiqué should contain information relevant to the type of services required. Designing a hypothetical need may be necessary.		
5.2.3.3.B In order to formulate an overall picture of the procedures involved in identifying, describing and gaining access to support systems, some system of summarizing the process is needed.	Resource File 5.2.3.3.B	

5.2.3.3.B (continued)

A filmstrip portraying the steps involved from identification to utilization of the support system would be a good method to place the information in an easily remembered and reuseable form.

Design a filmstrip which will depict the information on identifying describing and gaining access to support systems which provide services to children. In Resource File 5.2.3.3 are forms which may be used. In the left-hand column either draw or briefly describe your pictorial presentation. In the right-hand column write in the narrative.

Competency Component: 5.2.3 To assist the trainee in identifying, describing, and gaining access to the various support systems providing direct service to children.

Behavioral Objective: 5.2.3.3 The trainee will be able to gain access to the support systems providing direct service to children.

Activity No.	*Evaluation Criteria*
5.2.3.3.A	The trainee has been asked to design a communiqué to gain access to a support system. The communiqué should reflect the nature of the services one requires and the situation in which they will be implemented. It should be clear and concise and provide all relevant information to the support system. The Instructor will, no doubt, wish to discuss this communiqué with the trainee.
5.2.3.3.B	The trainee has been requested in this culminating activity to design a filmstrip giving information on identifying, describing, and gaining access to support systems which provide services to children. The script should provide a comprehensive view of these three factors and reflect the experience provided in previous activities. The pictorial presentation should clearly illustrate the points being made in the strip. The Instructor may wish to select one or more of the trainee's filmstrips to be produced into final products for use.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.2.4 To assist the trainee identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objectives:

5.2.4.1 The trainee will be able to identify the existing support systems available to parents.

5.2.4.2 The trainee will be able to describe the services provided through the support systems available to parents.

5.2.4.3 The trainee will be able to gain access to the support systems available to parents.

Competency Component: 5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.1 The trainee will be able to identify the existing support systems available to parents.

Enabling Activities	*Resources*	*Comments*
5.2.4.1.A Support systems available to parents exist in a variety of forms. They may be counseling services, parent groups, or simply sources of information about exceptional children, programs, or services. Counseling services may be provided by a number of different sources. Doctors, school personnel, and community counseling services represent the three broad catagories which will be considered here. Although there may be some degree of overlap in the services provided, these shall be dealt with as discreet catagories. The identification of medical counseling services is perhaps the easiest of the identification tasks. Most often the family physician will counsel with parents or refer them to another source of medical counseling services. However, the curriculum consultant should know at least one physician in the community to whom he may refer parents. This knowledge may best be obtained by discussion with persons who have resided in the community for some time and who have some familiarity with local physicians.		

Behavioral Objective Continued:

5.2.4.1.A (continued)

Parents of exceptional children may be a source of information in locating medical counseling services also.

Within the school system itself a number of persons may function as counselors to parents of exceptional children. Because the persons who provide such services may vary widely between school systems, it is necessary, to look at a specific district to identify the persons who assume this role. The teacher of special education classes may provide an excellent point of departure in identifying sources of counseling services in the school.

Obtain access to a teacher in a pbulic school of your choice. Interview the teacher in an attempt to identify persons in the school who provide counseling services to parents. The teacher may possibly serve only as a point of departure and you may need to talk with other persons in the school system. Note: while talking with these persons determine the nature of the services provided. You will be asked for this information in a later activity.

5.2.4.1.B

Because a large number of organizations in the community may provide counseling services to parents of exceptional children the identification process may be somewhat difficult. Identification of services within the

5.2.4.1.B (continued)

community becomes simply a searching process. The telephone book and/or a directory of community organizations and services may prove helpful in your search.

Conduct a search of a community of your choice to identify at least three organizations or agencies which provide counseling services to parents of exceptional children. Remember that this may not be the prime function of the organization but may be nonetheless one of the counseling services they provide. Note: as before, determine the nature of the services for later reference. Also, be prepared to identify the source of your information.

5.2.4.1.C

Parent groups are another support system available to serve the needs of parents. They may serve a number of functions from being sources of information to parent counseling.

Each of the following areas has parent groups or encourages the participation of parents in the organization. Identify the parent group in each of these areas (more than one may exist in some) and determine which exist in the community.

General Education
Learning Disabilities
Mental Retardation
Orthopedically Handicapped

Behavioral Objective 5.2.4.1 *Continued:*

5.2.4.1.D

The third type of support system for parents which will be considered here are those services which provide information to parents concerning exceptional children and special programs. Again there are a variety of sources of such information. While those sources identified in previous activities may also be applicable here this activity shall concentrate on the identification of those sources not previously identified.

The reference cited discusses the services provided by a large number of agencies and organizations. Read through this reference and identify those agencies and organizations which could provide such information to parents.

5.2.4.1.E

Another source of information to parents is provided by printed materials such as parent handbooks, articles in the popular press and published pamphlets.

Conduct a library search to identify three books, three popular magazine articles, and three pamphlets written expressly for the parents of exceptional children. Annotate each bibliographic entry for the identified resources.

5.2.4.1.D

A Guide to Agencies and Organizations Concerned with Exceptional Children. Exceptional Children, Vol. 35, No. 8 (April, 1969), pp. 647-662

5.2.4.1.E

Access to library

Competency Component: 5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.1 The trainee will be able to identify the existing support systems available to parents.

Activity No.	*Evaluation Criteria*
5.2.4.1.A	The trainee should identify the person(s) whom he has interviewed and indicate the position which they hold in the school system. The trainee should then list each of the persons identified as providing counseling services to parents. The instructor may wish to discuss the implication of the dispersal of information regarding the availability of support services.
5.2.4.1.B	The trainee should list three agencies or organizations which provide counseling services to parents. The trainee should also be prepared to indicate the sources of his information regarding the services he has identified.
5.2.4.1.C	The trainee should identify the following as parent groups in the areas indicated: 1. General Education: PTA 2. Learning Disabilities: ACLD (and local affiliates) 3. Mental Retardation: NARC (and local affiliates) 4. Orthopedically Handicapped: United Cerebral Palsy
5.2.4.1.D	The trainee should list those organizations or agenicies which are identified as providing services to parents. The instructor should check this list against those listed in the cited reference.
5.2.4.1.E	The trainee has been asked to provide an annotated bibliography of three books, three popular magazine articles, and three pamphlets. The annotatian should indicate the main points of each reference as well as a correct bibliographic reference for each.

Competency Component: 5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.2 The trainee will be able to describe the services provided through the support systems available to parents.

Enabling Activities	*Resources*	*Comments*
5.2.4.2.A In addition to being aware of the sources of services to parents of exceptional children the curriculum consultant should understand and be able to describe the specific nature of the services rendered by each of the identified support systems. The reference cited should provide a general understanding of counseling services. Read the reference and briefly summarize the nature of the general types of counseling services available to parents. 5.2.4.2.B During the identification process you were asked to note the types of counseling services provided by each of the agencies or organizations identified. Use this information to develop a summary paper of counseling services available to parents of exceptional children within the chosen community. Cite specific examples when appropriate. Discuss how these types relate to those identified in activity 5.2.4.2.A	5.2.4.2.A Schild, S. "Counseling Services." In R. Koch and S.C. Dobson (Eds.). The Mentally Retarded Child and His Family. New York: Brunner/Mazel, 1971, pp. 266-283.	

Behavioral Objective 5.2.4.2 *Continued:*

5.2.4.2.C

While identifying parent groups in the community you were asked to gather some descriptive information about them. Combine this information with that printed by the national organizations in a descriptive paragraph about each of the existing groups.

5.2.4.2.D

Review the annotated bibliography which you developed in activity 5.2.4.1. E and summarize the nature of service that this type of support service provides. Also, discuss the implications and values of this type of service for parents.

Competency Component: 5.2.4 To assist the trainee in identifying, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.2 The trainee will be able to describe the services provided through the support systems available to parents.

Activity No.	*Evaluation Criteria*
5.2.4.2.A	The trainee's summary of the nature of counseling services should indicate that he has familiarized himself with the cited reference. The main points should be indicated and the trainee should be able to discuss how they relate to the counseling services which he has encountered in previous activities.
5.2.4.2.B	The summary paper which the trainee submits should concisely describe the types of counseling services available in the local community. Specific examples should be cited for each type described. The trainee should also discuss how these types of services relate to those identified in activity 5.2.4.2.A.
5.2.4.2.C	The trainee has been asked to combine local information regarding parent groups with that information retrieved from the reference relevant to national organizations. The summary paragraphs on each should provide a comprehensive paragraph of the organization from the national to the local level.
5.2.4.2.D	The trainee's summary of the types of services provided by printed material should be comprehensive in nature and should generalize the types indicated by the specific examples he has identified. The paper should, of course, be consistent with the specific examples cited. The trainee should discuss the implications and value of this type of service for parents.

Competency Component: 5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.3 The trainee will be able to gain access to the support systems available to parents.

Enabling Activities	*Resources*	*Comments*
5.2.4.3.A Once the existing support systems have been identified the curriculum consultant must be able to help parents gain access to these services. Often this may be accomplished either by referral or simply by making parents aware of the services available. Referrals are of course in order when a parent comes seeking help. However, very often it is necessary to seek out those persons in need of such services. The curriculum consultant may on occasion be requested to present information on available services to groups or possibly even to make public service announcements concerning these services. The trainee will develop a five-minute videotape presentation for parents concerning counseling services. 5.2.4.3.B It is quite probable that many parents will be unaware of parent groups available in the community. Therefore, it will be necessary for these groups to publicize themselves widely and also for the curriculum consultant to publicize the group.	5.2.4.3.A Access to a videotape recorder	

5.2.4.3.B (continued)

Develop a memo or brochure which describes each of the parent groups available. Include information such as addresses and telephone numbers to facilitate contact with the groups. Note: this is to be sent out to parents and should therefore be geared in that direction.

5.2.4.3.C

Once printed resources have been identified and abstracted access becomes quite simple. However, although annotated bibliographies may serve as an important purpose in identifying and describing useful materials, an indexed retrieval system may better help parents gain access to printed resources. Develop an indexed retrieval system for the resources identified in 5.4.2.1.E. Use coding which is meaningful to you as you would be the one using it to recommend specific materials to parents with specific needs. A card file index is one such retrieval system but you may develop any system which is meaningful to you. However, please include a rationale for your catagorization scheme.

Competency Component: 5.2.4 To assist the trainee in identifying, describing, and gaining access to the various support systems available to parents.

Behavioral Objective: 5.2.4.3 The trainee will be able to gain access to the support systems available to parents.

Activity No.	*Evaluation Criteria*
5.2.4.3.A	The trainee has been requested to develop a five-minute videotape presentation for parents regarding services available to them. The presentation should: 1. identify services 2. describe services provided 3. indicate procedures for access The videotape should be geared to parents and should be both an informative and pursuasive presentation. While the skills involved in making such presentations are not presently under consideration, the instructor may wish to discuss with the trainee such things as appearance, rapport, speech techniques, etc. aside from the evaluation of the content of the presentation.
5.2.4.3.B	The trainee's memo to parents should include such things as: 1. name and address of parent groups 2. description of the groups 3. procedures for contacting and participating in such groups In addition an introductory or summary paragraph relevant to the nature of parent groups and the services they provide should be included.
5.2.4.3.C	The trainee has been asked to develop a retrieval system for printed resources. While any system may be acceptable, the trainee should be able to discuss the rational of his particular system. The instructor may also wish to discuss the value of such a system with the trainee.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objectives:

5.2.5.1 The trainee will be able to identify the existing support systems serving the community as a whole.

5.2.5.2 The trainee will be able to describe the services provided through the support systems available to the community.

5.2.5.3 The trainee will be able to gain access to the support systems available to the community.

Competency Component: 5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objective: 5.2.5.1 The trainee will be able to identify the existing support systems serving the community as a whole.

Enabling Activities	*Resources*	*Comments*
5.2.5.1.A In the identification and description of support systems, curriculum consultants work with many persons and groups. The groups located within the community are numerous and varied. Their functions are likewise multifarious. Listed below are four support services found within most communities. Using the given references as a starting point, do additional reading, then list two additional community support services. Use the response form to write your answer. 1. Community Mental Health 2. Community Public Health 3. University Extension Services 4. Vocational Rehabilitation Services	5.2.5.1.A Cohen, R.E. "Anatomy of a Local Mental Health Program: A Case History." American Journal of Orthopsychiatry, 42 (1970), pp. 490-498. Whittington, H.G. "The Community Mental Health Program: A Case History." American Journal of Orthopsychiatry, 40 (1970), pp. 261-295. Bourne, I.B. "A Pilot Project for Improvement of School Health Services." The Journal of School Health, XLI (1971), pp. 361-364. Banning, J.H. Community Mental Health Model for Campus Health Services. Paper presented at the Rocky Mountain Psychological Convention in Denver, Colorado, May 12-15, 1971 (Microfiche ED 049 507) Harlacher, E.L. The Community Dimensions of the Community College. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1971. Malthas, C., and W. Morehouse. "A Work Study Program for Hearing Impaired Students." Volta Review, 71 (1969), pp. 553-556.	

5.2.5.1.A (continued)

A Coordinated Program of the Department of Vocational Rehabilitation and Public Schools for Mentally Retarded Students in Basic Academic Track. Final Report. Washington, D.C.: District of Columbia, Department of Vocational Rehabilitation. (Microfiche ED 047 464).

Competency Component: 5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objective: 5.2.5.1. The trainee will be able to identify the existing support systems serving the community as a whole.

Activity No.	*Evaluation Criteria*
5.2.5.1.A	The trainee will locate 10 journals describing services (to schools) that are located within the community. American Journal of Orthopsychiatry The Journal of School Health The Volta Review Hospital and Community Psychiatry Journal of Counseling and Clinical Psychology American Journal of Public Health and the Nation's Health Rehabilitation Counseling Bulletin American Annuals of the Deaf Community Mental Health Journal National Society for the Study of Education - Yearbooks Harvard Educational Review School and Community National Association of Secondary School Principals, Bulletin Social Casework Nations Schools

Competency Component: 5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

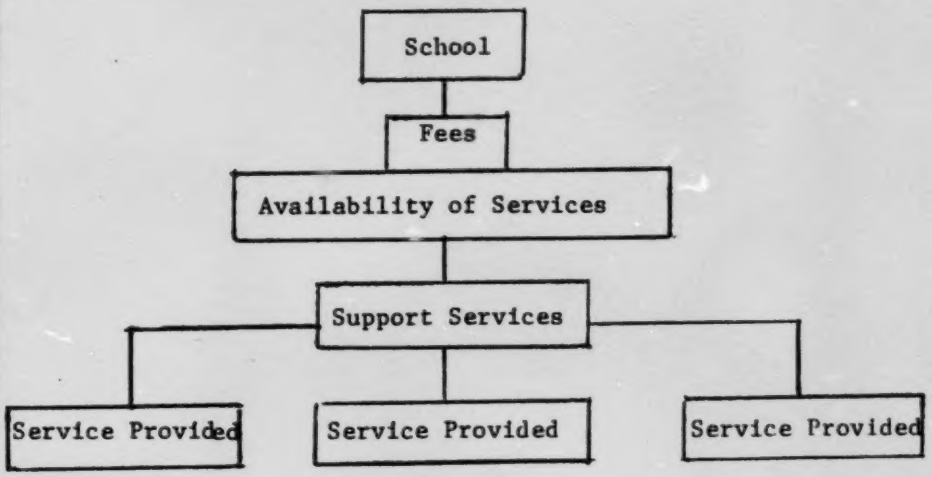
Behavioral Objective: 5.2.5.2 The trainee will be able to describe the services provided through the support systems available to the community.

Enabling Activities	*Resources*	*Comments*
5.2.5.2.A Your task for this objective is to develop a schematic model using the six support systems indicated above. Indicate the primary service provided to the school, personnel involved in distributing the service, population served, fee information (if applicable), availability to noninstitutional personnel.		

Competency Component: 5.2.5. To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objective: 5.2.5.2 The trainee will be able to describe the services provided through the support systems available to the community

Activity No.	*Evaluation Criteria*
5.2.5.2.A	The trainee is to develop a schematic drawing describing services provided through support systems to the school.



Competency Component: 5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objective: 5.2.5.3 The trainee will be able to gain access to the support systems available to the community.

Enabling Activities	*Resources*	*Comments*
5.2.5.3.A It is significant for the curriculum consultant to know what groups exist in his community. He should also know how to gain access to them. Using the above information select one community related support service in a town or city of under 50,000 population. Arrange to meet with an administrator in the organization. Your task is to conduct a brief interview of the individual and obtain infomation of how this particular organization provides support services to the school. Write up a summary of your interview describing this particular organization. 5.2.5.3.B Locate the names of organizations providing the same services in a city of over 100,000 population. Arrange through a letter to interview the administrator by telephone at a later date. Conduct your interview in the same manner as above. Summarize your statements.		

5.2.5.3.C

Compare the two community services and write a one-page paper describing the differences between the two supporting services.

Competency Component: 5.2.5 To assist the trainee in identifying, describing, and gaining access to these global support systems serving the community as a whole.

Behavioral Objective: 5.2.5.3 The trainee will be able to gain access to the support systems available to the community.

Activity No.	*Evaluation Criteria*
5.2.5.3.A	The trainee was advised of the importance of knowing what support-groups exist within his community and secondly how to gain access to them. For this activity the trainee was to arrange an interview with an administrator of such an organization in a town with a population under 50,000. From the interview, the trainee was to obtain information on how that particular organization provides support services to the school. As proof of the interview the trainee was to include a written summary of the proceeding which should be no more than one page in length.
5.2.5.3.B.	For this activity the trainee was to conduct a second interview with an administrator of a community support organization in a town with a population over 100,000. Again a summary of the proceeding is to be submitted as proof of the interview. The summary should not extend one page in length.
5.2.5.3.C	Finally the trainee was asked to write a comparison of the two services as they existed in the larger and smaller community. This again should be restricted to one page of type written material.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 5.0 Evaluating / Support Systems

Competency 5.3 A curriculum consultant should be capable of utilizing the criteria relevant to the evaluation of support services available to Special Education.

September 1973

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #5: Evaluating / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support system evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporated financial resources and parental involvement in programming for exceptional children into the definition of support services. You will first be introduced to procedures in the area of need assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing of evaluation skills applicable to support services.

MODULE ELEMENT SPECIFICATIONS:

Competency 5.3: A curriculum consultant should be capable of utilizing the criteria relevant to the evaluation of support services available to Special Education.

Competency Components:

5.3.1: To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

5.3.2: To assist the trainee in utilizing criteria relative to staffing in the evaluation of support services.

5.3.3: To assist the trainee in utilizing criteria relative to service accessability in the evaluation of support systems.

5.3.4: To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

5.3.5: To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referenc
			5.3.1.1 The trainee will be able to identify those aspects of a specified support system which require a financial commitment.	
			5.3.1.2. The trainee will be able to determine the costs involved in gaining the services of any specified support system.	
			5.3.1.3. The trainee will be able to determine the source(s) of the financial commitment required to gain access to the services available from any specified support system.	
			5.3.2.1 The trainee will be able to identify those personal characteristics of staff members which may be relevant to the evaluation of a support service.	
			5.3.2.2. The trainee will be able to identify the professional qualifications of staff members which may be relevant to the evaluation of a support service.	
			5.3.2.3. The trainee will be able to determine the staff/service ratio of any specified support system.	
			5.3.3.1 The trainee will be able to determine the procedures required to gain access to the services of any specified support system.	
			5.3.3.2. The trainee will be able to determine the case load capabilities of any specified support system.	
			5.3.3.3. The trainee will be able to determine the relevance of location and distance variables to the evaluation of support systems.	
			5.3.4.1. The trainee will be able to gain access to information regarding the types of problems handled by any specified support service.	
			5.3.4.2. The trainee will be able to gain access to information regarding solutions offered and outcomes of past services provided by any specified support system.	
			5.3.4.3. The trainee will be able to gain access to information regarding follow-up services provided by any specified support system.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			5.3.5.1. The trainee will be able to determine the equipment availability and equipment needs of any specified support system.	
			5.3.5.2. The trainee will be able to determine the flexibility of facilities of any specified support system.	
			5.3.5.3. The trainee will be able to determine the comprehensiveness and adequacy of facilities comprising any specified support system.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC Staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

5.3.1.1

5.3.1.2

5.3.1.2.C

5.3.1.3.A

5.3.2.1.A

5.3.2.3.A

5.3.3.1.A

5.3.3.2.A

5.3.3.3.A

5.3.5.1.A

5.3.5.1.B

5.3.5.1.C

5.3.5.2.A

5.3.5.2.B

5.3.5.3.A

5.3.5.3.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objectives:

5.3.1.1 The trainee will be able to identify those aspects of a specified support system which require a financial commitment.

5.3.1.2 The trainee will be able to determine the costs involved in gaining the services of any specified support system.

5.3.1.3 The trainee will be able to determine the source(s) of the financial commitment required to gain access to the services available from any specified support system.

Competency Component: 5.3.1 **To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.**

Behavioral Objective: 5.3.1.1 **The trainee will be able to identify those aspects of a specified support system which require a financial commitment.**

Enabling Activities	*Resources*	*Comments*
5.3.1.1 The development and use of support systems can positively contribute to the educational program of a school district. Though money spent to purchase support systems represents a small proportion of the operating budget of a school district the amount involved can be highly significant to the local community. The types of services provided vary in quality. Module 5.3 has given the trainee a background of the types of services provided by support systems. After reviewing previous components of this module, the trainee should be ready to determine those aspects which require financial commitment. Before a cost is established those individuals involved in selecting a support service must know how the item is to be used and what it is designed to accomplish. Prior to beginning the following activities, you are advised to read the three following resources as an introduction to the problems of determining costs relative to support system services. Ritterskamp, J.J. Jr., Abbott, F.L., and Ahren, B.C. Purchasing for Educational Institutions. Columbia Teachers College, New York, 1961, 53-62.	Ritterskamp, J.J. Jr., Abbott, F.L., and Ahren, B.C. Purchasing for Educational Institutions. Columbia Teachers College, New York, 1961, 53-62. Rice, A.R. False Measure of Efficiency. Nations Schools, December, 1958, 62, 41-42. Roe, W.H. School Business Management. New York: McGraw-Hill Book Co., 1961, 125-143.	

Rice, A.R. False measure of efficiency, Nations Schools, 62, December, 1958, 41-42.

Roe, W. H. School Business Management. New York: McGraw-Hill Book Co., 1961, 125-143.

5.3.1.1.A

The personnel involved in the support service should determine much of the cost of a service. If the service consists of a highly trained professional group, the cost would be higher than for a group of lay personnel. The trainee is required in this activity to contact two support services, within a community he is familiar with, for types of fees charged. A personal interview is suggested because some organizations might respond more to this type of interaction when questioned about fees. The trainee should determine: the services offered, professional staff providing service, and fees charged. Write up the activity and compare the organizations in a two page paper.

5.3.1.1.B

Services may be financially handled differently for the services. Usually one of the following alternatives is provided: free service, rented or purchased. The task of the trainee is to locate a support system that provides services under each of the above methods. Competency Component 5.2 will provide references to assist you in this task.

Competency Component: 5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objective: 5.3.1.1 The trainee will be able to identify those aspects of a specified support system which require a financial commitment.

Activity No.	*Evaluation Criteria*
5.3.1.1.A	The trainee should cite the following in his paper: a. description of services offered by the support service b. description of the professional staff c. fees charged by the support system
5.3.1.1.B	The trainee should locate a support system that provides: a. free service b. rental service c. purchase service

Competency Component: 5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objective: 5.3.1.2 The trainee will be able to determine the costs involved in gaining the services of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.1.2 The purpose of an educational system is to provide programs and services which are designed to meet a set of objectives. In order to provide these services efficiently, support systems are needed and obtained. Module 5.3 has provided information on the types of support services available. Opportunity for acquiring these services will vary according to geographic region, size of school district, and socio-economic status of the community. Costs for support services are directly related to the programs and services which are provided. The total costs depend upon the needs of the district, the unit cost, and the number of students for whom they are provided. The purpose of this activity is to determine the costs involved in gaining the services of a support system. Prior to beginning the following activities, you are advised to read the two following resources as an introduction to the problem of determining cost relative to support system services. Corey, A.F. Financial Implications of Issues and Trends in Education, Phi Delta Kappan, 42, October, 1960, 3-7.	Corey, A.F. Financial Implications of Issues and Trends in Education, Phi Delta Kappan, October, 1960, 42, 3-7. Brown, S. Quality in Education. Journal of Educational Sociology, April, 1957, 30, 361-362.	

Behavioral Objective 5.3.1.2 *Continued:*

Brown, S. Quality in Education. Journal of Educational Sociology, 30, April, 1957, 361-362.

5.3.1.2.A

The diversity of programs, systems, and types of clients to be served will determine the cost of providing services. The trainee is to obtain access to two descriptions of support systems that list the types of different services available from the program. There should be a definite outline of the service and fees. The trainee should obtain a report from two district support services. In writing up this activity the trainee should discuss the relationships between the two systems, differences, availability, and types of population served.

5.3.1.2.B

The quality of the service is an important factor in determining costs. This might be determined by the qualifications of the personnel providing the service. Obtain an interview with an administrator in a support service. Discuss the qualifications of his staff in relation to the service they perform.

5.3.1.2.C

Resource File 5.3.1.2.C contains several factors that might contribute to costs of a service. The trainee is to write a short paragraph discussing each of these factors.

5.3.1.2.C

Resource File 5.3.1.2.C

Competency Component: 5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objective: 5.3.1.2 The trainee will be able to determine the costs involved in gaining the services of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.1.2.A	The trainee should include the following in his report: a. relationships common to both systems b. differences between the systems c. availability of services d. types of population served
5.3.1.2.B	The interview will vary with the administrator and the support service.
5.3.1.2.C	The trainee should answer in a descriptive paragraph of the service and how it is effected by the determinents. There will be a variety of answers.

Competency Component: 5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objective: 5.3.1.3 The trainee will be able to determine the sources of the financial commitment required to gain access to the services available from any specified support system.

Enabling Activities	*Resources*	*Comments*
A primary factor controlling the purchase of support services is the amount of money available. This would depend to a great extent upon the ability and willingness of the local community to provide sufficient money to furnish its students with the quantity and variety of services needed. Some districts would provide all monies needed to purchase support services, others finance only the most necessary. The size of the area needing a support service must also be considered when determining the quantity and variety of services needed. The larger school system would require a greater classification and more expenditure. 5.3.1.3.A The trainee should read the references provided for a brief review of the way revenue is allocated to schools. Revenue for support services is usually provided by the school, however, at times the service is free. The trainee is to locate three support services which serve the community and obtain information of how they are funded.	5.3.1.3.A Resource File Gauerke, W.E. and Childress, J.R. Theory and Practice of School Finance. Chicago: Rand McNally & Co., 1967, 403-418. Ovsiew, L. and Castetter, W.B. Budgeting for Better Schools. Englewood, N.J.: Prentice-Hall, Inc., 1970, 104-113. School Executives Guide. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964, 883-911	

Competency Component: 5.3.1 To assist the trainee in utilizing criteria relative to finance in the evaluation of support services.

Behavioral Objective: 5.3.1.3 The trainee will be able to determine the source of the financial commitment, required to gain access to the services available, from any specified support system.

Activity No.	*Evaluation Criteria*
5.3.1.3.A	Three support services should be listed and a description of how they are funded. The types of services and methods of funding will vary.

INSTRUCTIONAL UNIT SPECIFICATION

Competency Component:

5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support services.

Behavioral Objectives:

5.3.2.1 The trainee will be able to identify those personal characteristics of staff members which may be relevant to the evaluation of a support service.

5.3.2.2 The trainee will be able to identify the professional qualifications of staff members which may be relevant to the evaluation of a support service.

5.3.2.3 The trainee will be able to determine the staff/service ratio of any specified support system.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems.

Behavioral Objective: 5.3.2.1 The trainee will be able to identify those personal characteristics of staff members which may be relevant to the evaluation of a support service.

Enabling Activities	*Resources*	*Comments*
5.3.2.1.A A factor crucial to the success of any support system in dealing with educational problem solving is that of the personal characteristics of its staff. While professional qualifications and skills are necessary, a person lacking the proper personal characteristics will be ineffectual in implementing services. Therefore, in evaluating support services it is necessary to evaluate the personal characteristics of its staff. A number of the characteristics possessed by effective leaders have been identified in the reference in Resource File 5.3.2.1.A. Carefully read over the list of characteristics and briefly react to each indicating how you feel it applies to the staff of support services. 5.3.2.1.B While each of the characteristics identified in the cited reference is , no doubt, important, the listing is most likely incomplete. Using the reference cited in activity 5.3.2.1. as a point of departure conduct a search of the literature to identify other personal charac-	5.3.2.1.A Resource File Marks, J.R, Stoops, E & King-Stoops, J. Handbook of Educational Supervision a Guide for the Practitioner. Boston: Allymand Bacon, 1971, 145-148.	Note: You may find the literature from the business management field helpful in identifying the characteristics called for in this activity.

Behavioral Objective 5.3.2.1 *Continued:*

5.3.2.1.B (continued)

teristics which may be equally important to success as a staff member of a support service. Cite the references from which you identify the personal characteristic you list. For each characteristic briefly describe how you feel it applies to staff members of support services.

5.3.2.1.C

The technique for assessing the personal characteristics of the staff of support services may vary greatly from service to service and between those persons assessing such characteristics. Information upon which to base judgement may be gathered in a number of ways, including conducting interviews with staff members and/or persons who have in the past availed themselves of the services provided by the support services. Using the characteristics identified in the two preceding activities, devise a rating scale which might be completed by a previous client of a given support service or by you as a curriculum consultant following an interview with any staff member(s) of the support service. Be sure to state each characteristic very clearly so that it will be as measurable as possible. While it may be necessary in practice to devise separate rating scales for each type of support service, develop your rating scale so that it is applicable to staff members of a number of different types of support services.

Write a paragraph regarding the applicability and value of such scales.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems.

Behavioral Objective: 5.3.2.1 The trainee will be able to identify those personal characteristics of staff members which may be relevant to the evaluation of a support system.

Activity No.	*Evaluation Criteria*
5.3.2.1.A	The trainee should clearly describe how each of the characteristics identified in the cited reference may apply to the staff members of support systems. For any characteristic which the trainee does not feel is applicable to staff members of support services, a clear explanation should be given as to why the characteristic does not apply. The instructor may wish to further discuss the personal characteristics identified with the trainee.
5.3.2.1.B	The trainee should clearly identify the references in which he finds further personal characteristics applicable to the staff of support services. Once references are cited, the trainee should treat each one as he has in activity 5.3.2.1.A
5.3.2.1.C	The trainee has been requested to devise a rating scale for the assessment of personal characteristics. Each characteristic identified in activities 5.3.2.1.A and 5.3.2.1.B should be included in the scale clearly and as measurably as possible. The scale should be one which is easily used by persons not previously familiar with it. Discuss the value of the scale with the trainee. The instructor may also wish to discuss ideas the trainee may have for other types of assessment procedures for determining personal characteristics of staff members.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems.

Behavioral Objective: 5.3.2.2 The trainee will be able to identify the professional qualifications of staff members which may be relevant to the evaluation of a support service.

Enabling Activities	*Resources*	*Comments*
5.3.2.2.A The professional qualifications of staff members are, without a doubt, one of the primary determinants in the evaluation of support services. However, because of the vast differences between support services, qualifications may not be generalized across the board, i.e each type of service will have its own requisite qualifications. While qualifications are not generalizable, they may be grouped under three main headings: education, training, and experience. Education, of course, refers to formal schooling such as high school, college, graduate school, etc. While no one standard for education may be imposed on all support services, it is supposed that the staff should have sufficient education to converse and communicate effectively, to read and write reports and referrals, etc. Training, in this context, refers to specific training the staff member has had for the job he is doing. Such training may take the form of pre-service or in-service training. Brief orientation		

5.3.2.2.A (continued)

sessions, as well as sophisticated multi-year programs, may be considered training. Therefore, in assessing one's training it is necessary to specify the nature of the training, as well as identifying the training. Examples of training programs would include medical school, business school, and on-the-job training programs.

Finally, experience of staff members must be assessed. While it may be helpful to know the number of years a person has served in a given position, it is much more important to know the nature of the experience(s) the staff member has had and the relevance of that experience to his present work.

Information regarding education, training, and experience may best be obtained from the staff member(s) themselves or from one member of a staff who may have access to such information. Contacts may be made in a number of ways including the telephone, a letter, a written communique, or a personal interview. Regardless of the method of contact used, one should have a written report form on which to record such information.

Devise a form on which to record the education, training, and experience of support service staff. Be sure that your form takes into account those factors mentioned above. Submit your form to your instructor and be prepared to discuss it with him.

5.3.2.2.B

Select a support service which you identified in any previous activities and using the form you devised in activity 5.3.2.2.A,determine the professional qualifications of the entire staff of that support service. Contact should be made, in this case, by letter or in person. A note of explanation should be included regarding your reasons for seeking such information. For the purposes of remaining practical, you will most likely wish to choose a support service with a relatively small staff. Clearly identify the support service you have selected. Submit your completed forms to your instructor.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems.

Behavioral Objective: 5.3.2.2 The trainee will be able to identify the professional qualifications of staff members which may be relevant to the evaluation of a support service.

Activity No.	*Evaluation Criteria*
5.3.2.2.A	The trainee has been requested to develop a form on which to record three main aspects of professional qualifications: a. education b. training c. experience The form should require the statement of the nature as well as the duration of each. Questions should be clearly stated so that staff members will give all of the information desired. The instructor should discuss the form with the trainee and suggest any necessary changes the trainee should make before using the form.
5.3.2.2.B	The trainee has been requested to apply the form developed in activity 5.3.2.2.A to determine the professional qualifications of the staff of a support service of his choice. The chosen support service should be clearly identified. Forms should be included for each staff member of the support service. The instructor may wish to discuss the replies of staff members with the trainee.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems.

Behavioral Objective: 5.3.2.3 The trainee will be able to determine the staff/service ratio of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.2.3.A Another factor important in the evaluation of a support service is the staff/service ratio of the service. Such ratios will vary greatly among support services due to the vast differences in the nature of such services. Because of the individual nature of such staff/service ratios, perhaps the best way to determine present and optimal ratios is to interview a staff member of the support service in question. The director of a given support service would most likely have the best perspective on this information. Select a support service and arrange an interview with a staff member (the director or supervisor, if possible). The questions provided in Resource File 5.3.2.3.A should serve as a guideline in conducting your interview. No written response is required at this time. 5.3.2.3.B Using the information you received from the interview you conducted in activity 5.3.2.3.A, write a brief report	5.3.2.3.A Resource File 5.3.2.3.A The following questions should serve as a guideline in conducting your interview. Feel free to add or delete questions as you feel necessary. 1. What is your present case load? 2. How many staff members do you have? 3. Do you feel the number of staff is adequate for your case load? If not, how many more should you have? 4. What is the maximum case load you could handle with your present staff? 5. What is the optimum number of cases you should handle with the present staff? 6. How many staff members are usually assigned to each case? Is this the optimum number? If not, what is?	

Behavioral Objective 5.3.2.3 *Continued:*

5.3.2.3.B (continued)

concerning the staff/service ratio of the support service you selected. Clearly identify the service and the name and position of the person you interviewed. Discuss the present case load of the service, its staff requirements, the optimum case load and staff/service ratio, and the implication for selection or rejection of the use of any given service. Be prepared to discuss your report with your instructor.

Competency Component: 5.3.2 To assist the trainee in utilizing criteria relative to staffing in the evaluation of support systems

Behavioral Objective: 5.3.2.3 The trainee will be able to determine the staff/service ratio of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.2.3.A	No evaluation necessary at this point.
5.3.2.3.B	The trainee has been requested to write a report concerning the staff/service ratio of a support service of his choice. The service should be clearly identified,as well as the person interviewed. The trainee should give information regarding the present service case load, the number of staff members, and the maximum and optimum staff/service ratios. The trainee should also discuss the implications of the staff/service ratio in the evaluation of support services. The instructor will, no doubt, wish to discuss the report with the trainee.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.3.3 To assist the trainee in utilizing criteria relative to service accessability in the evaluation of support systems.

Behavioral Objectives:

5.3.3.1 The trainee will be able to determine the procedures required to gain access to the services of any specified support system.

5.3.3.2 The trainee will be able to determine the case load capabilities of any specified support system.

5.3.3.3 The trainee will be able to determine the relevance of location and distance variables to the evaluation of support systems.

Competency Component: 5.3.3 To assist the trainee in utilizing criteria relative to service accessibility in the evaluation of support systems.

Behavioral Objective: 5.3.3.1 The trainee will be able to determine the procedures required to gain access to services of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.3.1 Once a desired support system has been identified and described, it then becomes necessary to determine the procedures required to gain access to its services. Primarily, access to the services rendered by support systems can be achieved by one of two routes: informally through verbal communication or formally through written communication. The route selected depends on the individual requiring the services and his immediate relationship to a particular support system. For example, a teacher desiring services from a building principal would probably walk into his office and verbalize the request, whereas parents desiring a diagnostic evaluation of their retarded child would have to formally apply for admission by completing a series of forms and interviews. For an example of a formal admission procedure, see Resource File 5.3.3.1.A. 5.3.3.1.A For the first part of this activity locate Resource File 5.3.3.1.A.	5.3.3.1 Resource File 5.3.3.1.A 1. Referral and Intake Procedures, <u>The Rutland Center Model for Treating Emotionally Disturbed Children</u>, pp. 36-59. 2. Response Form	

5.3.3.1.A (continuted)

In it is a form composed of two columns titled "Informally Accessible" and "Formally Accessible". Assuming the role of a curriculum consultant, it is your task to generate 8 examples of support systems which fit each of the two categories relative to your hypothetical position as a Special Education Curriculum Consultant. The final product is to be submitted with activity 5.3.3.1.B to your SECTraC advisor.

5.3.3.1.B

From the listing of support systems generated in the previous activity, select two examples from the "Formally Accessible" column. (Indicate the selection with an X.) For each of the support systems selected, determine precisely the procedures required to gain access to them in a selected community. This includes:

1. Identify a community convenient for you to visit.

2. Identify the existence of the support system in the community.

3. Identify the personnel connected with the support system capable of initiating admission procedures.

4. Contact the personnel identified in step 3 and arrange for an appointment, explaining your purpose in identifying entry requirements.

Behavioral Objective 5.3.3.1 *Continued:*

5.3.3.1.B (continued)

5. From the interview prepare an exact listing of the steps required for gaining access to the support system, including copies of all forms needing completion prior to admission.

6. Acquire any publications available delineating admission policies to be included with the listing prepared for step 5.

Submit the two completed entry procedures to your SECTraC advisor. The final product will be evaluated on inclusion of all the information specified in steps 1-6 written in a clearly understandable and usable format.

Competency Component: 5.3.3 To assist the trainee in utilizing criteria relative to service accessibility in the evaluation of support systems.

Behavioral Objective: 5.3.3.1 The trainee will be able to determine the procedures required to gain access to services of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.3.1.A	The trainee has been instructed to complete the exercise located in Resource File 5.3.3.1.A. This exercise requires the trainee to generate 8 support systems which could be entered into formally and 8 which could be entered into informally as viewed from the perspective of a curriculum consultant. A copy of the format and suggested responses are included on the following page. The final product is to be evaluated on the appropriateness of each listing relative to the column title.
5.3.3.1.B	For this activity the trainee was instructed to select two examples from the column labeled "Formally Accessible" in the preceding activity (indicated by an X). For each of these selections the trainee was to complete the following steps: 1. Identify a community convenient for you to visit. 2. Identify the existence of the support system in the community. 3. Identify the personnel connected with the support system capable of initiating admission procedures. 4. Contact the personnel identified in step 3 and arrange for an appointment, explaining your purpose in identifying entry requirements. 5. From the interview prepare an exact listing of the steps required for gaining access to the support system, including copies of all forms needing completion prior to admission. 6. Acquire any publications available delineating admission policies to be included with the listing prepared for step 5.

Competency Component: 5.3.3 To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

Behavioral Objective: 5.3.3.2 The trainee will be able to determine the case load capabilities of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.3.2 In the preceding activity you determined procedures required to gain admission to any specified support system. Once admission procedures have been ascertained it is also necessary to determine case load capabilities, as differential load capabilities could be the determining factor when selecting between two or more available support systems. For example, consider the teacher who has in her class a student who needs speech therapy. The support systems available offering the desired services are the school building speech therapist and the niversity speech and hearing clinic. The average case load for the school therapist is 50 students annually on a referral basis, while the clinic may see 40 and have a waiting list of 100. Under these circum - stances, and on the basis of case load capability, the teacher would undoubtedly elect to gain admission to the school sponsored services The following activity is designed to provide you with the skills necessary to determine case load capabilities in any one support system.		

Behavioral Objective 5.3.3.2 *Continued:*

5.3.3.2.A

In activity 5.3.3.1.A you generated a list of support systems which could be entered into formally and informally. Using this listing again, select one support system accessible informally and one accessible formally (other than the one chosen for activity 5.3.3.1.A) and indicate the selections with a check (✓). For each of the support systems selected, determine as nearly as possible the case load capabilities of each. This includes:

1. Identify a community convenient for you to work in.

2. Identify the existence of the support system in the community.

3. Identify the personnel connected with the support system capable of retrieving and relaying information relative to case load capabilities.

4. Contact the personnel identified in step 3 and arrange for an appointment, being sure to explain your purpose of ascertaining case load capabilities.

5. Prepare a set of questions designed to elicit the information you need.

6. From the interview prepare a statement delineating the case load capabilities of both support systems, being careful to qualify and describe the information, i.e. case load capabilities per annum, per week, per counselor, etc.

5.3.3.2.A

Resource File 5.3.3.2.A

Georgia Psychoeducational Center Network: "Rutland Center Monthly Summary for Children"

5.3.3.2.A (continued)

7. Acquire and include any public statements or records describing case load capabilities. One example is included for you in Resource File 5.3.3.2.A.

8. Finally, prepare a statement concerning any reflected relationship between case load capabilities and intake procedures.

The final product, including the information specified above, is to be submitted to your SECTraC advisor.

Competency Component: 5.3.3 To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

Behavioral Objective: 5.3.3.2 The trainee will be able to identify the personnel with whom a public school representative should communicate for utilization of the agency's services.

Activity No.	*Evaluation Criteria*
5.3.3.2.A	For this activity the trainee was instructed to select one example of a support system from the column labeled "Informally Accessible" and one from the column labeled "Formally Accessible" (from an activity included in 5.3.3.1.A) and indicate these selections with a check (✓) . For each choice the trainee was to complete the following steps: 1. Identify a community convenient for you to work in. 2. Identify the existence of the support system in the community. 3. Identify the personnel connected with the support system capable of retrieving and relaying information relative to case load capabilities. 4. Contact the personnel identified in step 3 and arrange for an appointment, being sure to explain your purpose of ascertaining case load capabilities. 5. Prepare a set of questions designed to elicit the information you need. 6. From the interview prepare a statement delineating the case load capabilities of both support systems, being careful to qualify and describe the information, i.e. case load capabilities per week, per counselor, etc. 7. Acquire and include any public statements or records describing case load capabilities. One example is included for you in Resource File 5.3.3.2.A. 8. Finally, prepare a statement concerning any reflected relationship between case load capabilities and intake procedures. The final product should be evaluated in accordance with the degree of compliance exhibited toward the steps defined above.

Competency Component: 5.3.3 To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

Behavioral Objective: 5.3.3.3 The trainee will be able to evaluate existing policies which allow for utilization of agency services by public schools.

Enabling Activities	*Resources*	*Comments*
5.3.3.3 One final variable deserving consideration is the relationship between distance and location variables and accessibility. Logically, it can be assumed that a support system conveniently located would be more highly utilized than support systems less conveniently situated, in terms of arranging for released time from work, traveling expenses andperhaps lodging expenses. Also, general awareness of a service is heightened if it is centrally located. On the other hand, it is financially impossible to establish enough auxiliary branches rendering a desired service to have each one easily accessible to all potential clients. Similarly, there are simply not enough qualified personnel to staff that number of facilities. Therefore, out of necessity, imposed financial and manpower restraints, and the establishment of one system serving a large population is the only feasible approach. Both sides of this dilemma can be seen concerning the maintenance of emotionally disturbed juveniles. More and more the model has been to establish com-		

5.3.3.3 (continued)

munity based services in an attempt to prevent more serious problems from developing. However, once a serious concentrated problem has emerged requiring professional attention, special facilities havebeen found for treatment. These, however, are fewer in number and, consequently, widely dispersed.

The following activites are designed to acquaint you with the interaction existing between distance/location variables with support system accessibility.

5.3.3.3.A

There are no established theorems concerning the correlation between location and accessibility. This is due to the large number of unknowns operating in each situation, as the nature of a problem, the recommended service, time and money restraints, etc.

Therefore, all that can be made are inferences which may or may not apply in any given situation.

Following are two articles, each depicting a type of service provided for emotionally disturbed juveniles. Each of the two services differ in terms of their accessibility. One is community based, the other is not.

After scanning the two articles (only as examples) of isolated solutions to the problem, prepare a checklist which you could utilize as a reference in de-

5.3.3.3.A

1. Hobbs, Nicolas. Helping disturbed children: psychological and ecological strategies. From Harth, Robert (Ed.). Issues in Behavior Disorders: A Book of Readings. Springfield, Illinois: Charles C. Thomas Publishing Co., 1971, pp. 276-298.

5.3.3.3.A (continued)

termining the interaction of location and distance variables on the accessibility of a support system for any specific individual.

The checklist should include some provision for listing the variables involved and result in a conclusion regarding the most appropriate selection between available services.

Finally, include specifications for using the checklist, plus a rationale for the variables included, format chosen, and results obtained.

The final product is to be submitted to your SECTraC advisor.

Competency Component: 5.3.3 To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

Behavioral Objective: 5.3.3.3 The trainee will be able to evaluate existing policies which allow for utilization of agency services by public schools.

Activity No.	*Evaluation Criteria*
5.3.3.3.A	For this activity the trainee was concerned with any correlations existing between distance/location variables and accessibility to selected support systems. Following a brief discussion, the trainee was given two articles each representing the same type of service--one located in the community, the other regionally situated. From these two examples, the trainee should be able to infer the types of variables which interact to suggest one or the other setting. From these inferences the trainee was to prepare a checklist which could be utilized as a reference in determining the interaction of location and distance variables in the accessibility of a support system for any specific individual. The checklist should include some provision for listing the variables involved and result in a conclusive statement indicating the most appropriate selection between available services. Checklist for Determining Distance/Location Interaction with Support System Accessibility Description of problem requiring services: Description of type of service desired: Rate the following on a scale of 1-5, 1 indicating the lowest ranking, 5 the highest. 1. Severity of problem requiring services: 1 2 3 4 5 2. Financial status of client: 1 2 3 4 5 3. SES status of client: 1 2 3 4 5 4. Inclination of client towards receiving services: 1 2 3 4 5 5. Number of service options in community: 1 2 3 4 5 6. Quality of services rendered in community centered systems: 1 2 3 4 5 7. Number of service options in region: 1 2 3 4 5 8. Quality of services rendered in regionally centered systems: 1 2 3 4 5

Competency Component: 5.3.3 To assist the trainee in determining the use made of community and regional agencies by public school districts to serve exceptional children.

Behavioral Objective: 5.3.3.3 The trainee will be able to evaluate existing policies which allow for utilization of agency services by public schools.

Activity No.	*Evaluation Criteria*
5.3.3.3.A (continued)	A large percentage of 4's and 5's would probably indicate selection of the most highly qualified services available regardless of distance. A larger percentage of 1's or 2's would probably indicate selection of services which are most available on a walk-in basis.

INSTUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objectives:

5.3.4.1 The trainee will be able to gain access to information regarding the types of problems handled by any specified support service.

5.3.4.2 The trainee will be able to gain access to information regarding solutions offered and outcomes of past services provided by any specified support system.

5.3.4.3 The trainee will be able to gain access to information regarding follow-up services provided by any specified support system.

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.1 The trainee will be able to gain access to information regarding the types of problems handled by any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.4.1 As a curriculum consultant you will be required to have a working knowledge of support systems which provide various services for handicapped children. Thus far this module has acquainted you with the identification of support systems, describing services provided, gaining access to the services, and determining needs which might warrant remediation through services provided by a support system. All of these are very important aspects that need to be known if you, as a curriculum consultant, are to help administrators, teachers, supervisors, etc. in the selection of an appropriate support system. Also, if you are going to be in a position to suggest various support systems it will be necessary for you to be able to suggest the <u>most</u> appropriate support system that will be most beneficial in the remediation of the specific needs. To accomplish this you must be capable of evaluating the support system and drawing conclusions about the overall effectiveness of the support system. To this point you have been involved in determining costs, staffing criteria, and service accessibility in the evaluation of support systems. The emphasis of this competency will be on looking at the		

5.3.4.1 (continued)

past achievements of the support system. This will include gaining access to information regarding the types of problems handled, solutions offered and outcomes of past services, and follow-up services provided.

You are to select a specific support system you have had contact with in this module. You may wish to look back at the activities in which you were required to identify the various support systems providing services to handicapped children. The support system you select will be used in the completion of activities 5.3.4.1 through 5.3.4.3. Therefore, be sure to select a support system which will lend itself to all the topics to be covered, i.e., types of problems handled, solutions offered and outcomes, and follow-up services provided.

5.3.4.1.A

Now that you have selected a specific support system refer to the Resource File which contains descriptive pamphlets provided by the various support systems available. Obtain the descriptive pamphlet which describes your selected support system. Read the pamphlet to find the types of problems they handle and make a list of these.

5.3.4.1.B

To complete this activity you are to write a letter to your selected support system regarding the types of problems handled by the support system.

5.3.4.1.B

Be sure your letter specifically indicates the information you are seeking. Otherwise, it may be necessary to communicate with the support system again. Make a list of the types of problems they state that they handle.

5.3.4.1.C

You now have information from two sources on the services provided by the selected support system. Compare the information and write a summary paragraph of the types of problems they handle. If you feel there are any discrepancies state them and state the reason or reasons for these discrepancies.

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.1 The trainee will be able to gain access to information regarding the types of problems handled by any specified support system.

Activity No.	*Evaluation Criteria*
5.3.4.1.A	The trainee was asked to select a specific support system and examine its descriptive pamphlets to determine the types of problems it handles. The trainee was to make a complete list of these types of problems. An example of this would be as follows: The National Association for Mental Health 1800 North Kent Street Rosslyn, Virginia 22209 Problems in admission and discharge procedures Problems in protecting the rights of the mentally ill, providing for all mentally ill modern treatment of high quality, under medical supervision, in appropriate physical environments, and with an adequate number of trained personnel Problems providing expanded programs of volunteer help and personal service to mentally ill and their families Problems in improving public attitudes toward mental illness and the hospitalization of the mentally ill.
5.3.4.1.B	To complete this activity the trainee was to write a letter to the selected support system seeking information regarding the types of problems handled by the support system. The letter should be evaluated on the following: 1. complete 2. appropriate 3. professional 4. concise 5. etc. The trainee was also asked to make a list of the problems which the letter stated the support system handled.

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.1 The trainee will be able to gain access to information regarding the types of problems handled by any specified support system.

Activity No.	*Evaluation Criteria*
5.3.4.1.C	To complete this activity the trainee neede to use the information obtained in activities 5.3.4.1.A and 5.3.4.1.B. The trainee was to compare the information and write a summary paragraph. The paragraph should reflect the trainee's understanding of the types of problems the selected support system handles. It should also indicate an understanding of any discrepancies and the reason or reasons for these discrepancies.

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.2 The trainee will be able to gain access to information regarding solutions offered and outcomes of past services provided by any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.4.2.A To examine the description of the types of problems a support system handles and to examine the solutions offered and outcomes are two different aspects of evaluating support systems. To gain access to information regarding solutions offered to problems and outcomes by a specific support system, contact the appropriate person in the support system and set up an interview. The purpose of this interview is to discuss the types of solutions and outcomes they have offered for various problems. Also ask if it might be possible to gain access to a file of someone who has been served by the support system. State to the person you are interviewing that you are only interested in seeing a specific problem and a specific solution and outcome. Be sure to indicate that in no way will this be discussed outside the situation. The support system may not wish to give you this permission to see a file. If this is the case, be sure to ask the person being interviewed to state an example of a problem they would handle, a solution and		

5.3.4.2.A (continued)

outcome the support system would offer.

Write a summary paragraph of your interview, including the person interviewed, the reaction of the person, your reaction, the completeness of the information obtained, etc.

5.3.4.2.B

If it is possible, contact a person who has been served by this specific support system. Discuss with this person the problem they had when going to the support system, the solution offered by the support system and the outcome.

Remember you are not seeking an evaluation of the support system from this person but only information that would be beneficial if you were in a position to make a recommendation.

Write a brief summary of your discussion with this person.

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.2 The trainee will be able to gain access to information regarding solutions offered and outcomes of past services provided by any specified support system.

Activity No.	*Evaluation Criteria*
5.3.4.2.A	The trainee was to conduct an interview with the appropriate person in the selected support system. The purpose of the interview was to discuss the types of solutions and outcomes the support system offers for various problems. The trainee was also asked to seek access to the files of the support system to determine the types of solutions and outcomes the support system offers for various problems. From the information received the trainee was asked to write a summary paragraph. The paragraph was to include the person interviewed, the trainee's reaction, etc. The paragraph should be evaluated on completeness of information included, appropriateness of information included, the value of the information included, etc.
5.3.4.2.B	The trainee was asked to contact a person who had been served by the selected support system. The purpose of this was to discuss the types of problems handled by the support system, the solution offered and the outcome. The trainee was asked only to write a brief summary of his discussion with this person.

Competency Component: 5.3.4 **To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.**

Behavioral Objective: 5.3.4.3 **The trainee will be able to gain access to information regarding follow-up services provided by any specified support system.**

Enabling Activities	*Resources*	*Comments*
5.3.4.3.A Another aspect of a support system which should be considered is whether or not they provide follow-up services. There may be two support systems which are very close in the types of problems they handle and the solutions and outcomes they provide. However, if one of the support systems provides follow-up services they would probably be the most beneficial. Therefore, it is really necessary to examine the many aspects of the support system and also the provisions of each aspect. For example, a support system may provide follow-up services, but they may involve an extra charge, may not be provided by the most appropriate person, etc. To determine the follow-up services which are provided by the support system you have selected, design a questionnaire seeking this information. Be sure to determine the types of follow-up services provided, who is responsible for providing these and on what basis, are there any extra costs, etc. an		

Competency Component: 5.3.4 To assist the trainee in utilizing criteria relative to past achievements in the evaluation of support systems.

Behavioral Objective: 5.3.4.3 The trainee will be able to gain access to information regarding follow-up services provided by any specified support system.

Activity No.	*Evaluation Criteria*
5.3.4.3.A	The trainee was asked to design a questionnaire to elicit information concerning the types of follow-up services provided by the selected support system. The questionnaire should be designed to yield the following information about follow-up services: 1. types of follow-up services provided 2. who is responsible for providing these services 3. on what basis are they provided 4. does it involve an extra cost 5. etc. The final product should be evaluated on the following; 1. imagination 2. ingenuity 3. completeness 4. organization 5. conciseness 6. etc.

INSTRUCTIONAL UNIT SPECIFICATION

Competency Component:

5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objectives:

5.3.5.1 The trainee will be able to determine the equipment availability and equipment needs of any specified support system.

5.3.5.2 The trainee will be able to determine the flexibility of facilities of any specified support system.

5.3.5.3 The trainee will be able to determine the comprehensiveness and adequacy of facilities comprising any specified support system.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support syste

Behavioral Objective: 5.3.5.1 The trainee will be able to determine the equipment availability and equipment needs of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.5.1.A As support services for a school system are quite manifold, it will be well for you to concentrate your research toward, equipment availability and the need for a specific support system. The instructional media center has become an invaluable resource in many school systems. The establishment of this resource element has gathered momentum recently, predicated on the concept that students learn not from a single text alone, even with supplemental information provided by the instructor. This component of the instructional plant should be the place where a wide spectrum of information in multiple and diverse forms is disseminated to both student and teacher. The functional IMC is composed of a variety of books, pamphlets, magazines, newspapers and mimeographed material. Also included are: records, electronic tapes, photographic slides, transp rencies, maps, posters, charts, mock-ups, models, teaching machines, films, and filmstrips. Read pages 79-91 in Chapter 6 of the reference cited. Determine the equipment	5.3.5.1.A Resource File Fite, Robert Edward, The Range of Media, in Instructional Media Center, Bold New Venture, edited by Harold S. Davis, Indiana University Press, Bloomington and London, 1971, pp. 76-91.	

5.3.5.1.A

available for an IMC, so that this service may be made available to faculty and student.

5.3.5.1.B

The media specialist in the local school system is responsible for coordinating the activities and serving as an administrator of the available equipment. He provides the logistics for the media program so that it can maximize instructional ethicacy.

Resource File 5.3.5.1.B is a 20 minute tape which discusses the IMC and the duties of the media specialist in an area school system--the Moberly, Missouri Public Schools. Listen to the tape and compare the materials list with the one obtained from the resource in 5.3.5.1.A. Your written assignment is to outline the responsibilities of the media director as presented in this resource.

Resource File 5.3.5.1.B contains a list of equipment available in an area school IMC. Prepare a brief written summary comparing the resources of this school system with those in the resource for Activity 5.3.5.1.A.

5.3.5.1.B

Resource File 5.3.5.1.B

Tape of Moberly Public School IMC
Equipment of Moberly Public School IMC

5.3.5.1.C

A number of schools that provide special education classes will not have the facilities for providing a comprehensively equipped IMC. To meet the needs of the special educator who teaches in a school of this type or who wants to supplement the local IMC, a national service has been established. The Instructional Materials Center for Handicapped Children and Youth (IMCNHCY) is the rubric of this supportive national agency, a component of the nationally organized regional Instructional Materials Center (IMC).

Prepare an outline of the service planning that is currently stressed.

5.3.5.1.C

McCarthy, James J., An Overview of the IMC Network, in The Process of Special Education Administration written by Charles H. Meisgeier and John D. King, International Textbook Company, Scranton, Pennsylvania, 1970, pp. 482-487.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.1 The trainee will be able to determine the equipment availability and equipment needs of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.1.A	1. Study Carrels--may be simple table-like structures with three enclosed sides or they may be highly sophisticated items of furniture, which permit the use of electronic devices. A study carrel gives the learner an increased opportunity to improve his study skills. 2. The instructional media center can readily offer the functional means of bringing together the concerned student with the teaching machine or other modes of programmed learning. Publications on this subject include: American Educational Research Association, and the National Society for Programmed Instruction. Computer-assisted instruction is now part of the educational spectrum. 3. The language laboratory provides facilities for the use of tapes and recordings in a teaching-learning situation. The creation of an electronic study center demands a complexity of uses. 4. Educational Television and Telelecture Educational institutions in every part of the U.S. have overwhelmingly affirmed that students can learn effectively from television. Low cost video-tape recorders make television accessible to every learning situation for the viewing of both network and locally produced programs. The telelecture is a unique concept in educational communications, which is made feasible because of its low cost. This communications technique brings to the class the voices of resource personnel who are not available in the immediate area. 5. Microfilm The IMC should have the means and capability to meet the needs of the learner instead of transmitting these responsibilities by default to the public library. All that is required is a microfilm reader to enlarge the image. Such readers are available for as little as $100.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support system

Behavioral Objective: 5.3.5.1 The trainee will be able to determine the equipment availability and equipment needs of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.1.A (continued)	Uses: 1.) Complete medical histories of an individual or family could be stored on microfilm and maintained in a central clearing house. 2.) Compiling lesson plans for grade levels. 3.) Lengthy vocational education training manuals, parts and catalogues could be stored on microfilm. 6. Films and Filmstrips Make available filmstrips, slides and films, rear projection, machines and devices which permit daylight viewing of projected visuals. Headsets are available for listening by some without disturbing others. 8 mm single concept films for study with individual students. Circulating filmstrips and viewers outside the IMC enables the students to study and review the filmstrips at home in a manner similar to that of printed materials. If sound filmstrips are circulated to the students, a record player should be provided for home usage. 7. Local Production Facilities Thermographic copier. Newspaper or magazine pictures may be copied or turned into visuals for projection. Lettering facilities for bulletin board displays, posters, and flash cards are an integral part of the production facilities. These may be used for attractive signs or overhead transparencies. The media specialist will make available to the teaching staff 8 mm processing and developing of the finished product. Poloroid prints may be used for bulletin board displays, supporting visuals for press releases and direct teaching materials. These may be used to create overhead transparencies.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.1 The trainee will be able to determine the equipment availability and equipment needs of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.1.B	One tape of local school district
5.2.5.1.C	I. Rapid development of satellite centers A. Local centers that can act as sensors to detect current trends and transmit them through the Bureau of Education for the Handicapped, U.S. Office of Education B. Act as a communications instrument among special educators, other professional personnel and the federal government. II. Increased coordination among regional centers A. Joint production of in-service training sessions B. Uniform publications C. Cooperative exchange of staff and materials among centers D. Need to speak in unison with commercial producers, foreign nations, and others who are interested in the network. III. Stress on local funding IV. Initiation of materials design and evaluation figures A. Materials design and evaluation is the primary purpose of the IMC. B. The scientific development of instructional materials and evaluation of such materials is a principal challenge.

Competency Component: 5.3.5. To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.2 The trainee will be able to determine the flexibility of facilities of any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.5.2.A As you have identified the material available for use in an IMC, the flexibility and utility of these facilities must now be considered. Determine the uses that can be made of these facilities. Be sure to include the ways in which an IMC can facilitate in-service education.	5.3.5.2.A Resource File Fite, Robert E, The Range of Media, in Instructional Media Center, Bold New Venture, edited by Harold S. Davis, Indiana University Press, Bloomington and London, 1971, pp.76-91.	
5.3.5.2.B An important criterion for determining the flexibility of the IMC is the degree of accessibility of the services and materials. Resources of the center and professional staff services should be made readily accessible whenever needed by teachers and students. From the material in the corresponding reference, determine the utility and flexibility of the IMC resources in the media-center, in the classroom, and other teaching areas, and determine the organization of material needed to provide these services.	5.3.5.2.B Resource File Alexander, Elenora C., and others, Standards for School Media Programs, American Library Association and the National Education, 1969, pp. 19-27. Special emphasis should be placed on pages 22-27 of this chapter.	

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.2 The trainee will be able to determine the flexibility of facilities of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.2.A	See Instructor's Manual for Activity 5.3.5.1.A-1,2,3,4,5,6,7 (Uses only). In-Service Education It is imperative that administrators, curriculum specialists and classroom teachers be given an opportunity to work with all types of instructional materials and media. If positive results are to be achieved from an in-service education program, those in attendance must learn to operate the equipment and produce the instructional materials. They must also be given exposure to the area of behavioral objectives and message design.
5.3.5.2.B	1. Resources of the media center and services of professional staff members are available whenever needed by students. 2. The media center should be open at all times of the school day, as well as before and after school. In order to expand services to students and teachers and to obtain greater returns from the school investment in materials and equipment, these hours may be extended to include evenings, Saturday, and vacation periods. 3. Audio-visual materials make resources more accessible than before. 4. Provision of duplicate copies of materials to meet curricular requirements, as well as requests of students for popular materials that are not necessarily related to classroom work. Paperbacks, duplicate copies of filmstrips, 8 mm films, recordings and other materials are provided ro meet the needs of students and teachers. 5. Media equipment in sufficient amounts must be available to assure maximum accessibility and use of materials by groups and individuals. 6. Space and equipment should be readily available. 7. Circulation and loan regulations permit students and teachers to obtain materials easily for use throughout school and at home.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.2 The trainee will be able to determine the flexibility of facilities of any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.2.B. (continued)	8. Expanded services, such as the utilization of the resources of the system of regional media centers, including inter-center loan materials, televised and taped programs originating in the district center, resources in banks of materials, and films and other materials channeled into the classrooms and media center areas. 9. Individuals or small groups of children should have access to the media center at all times during the school day.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.3 The trainee will be able to determine the comprehensiveness and adequacy of facilities comprising any specified support system.

Enabling Activities	*Resources*	*Comments*
5.3.5.3.A Having determined the nature and utility of the IMC, you are ready to review criteria that should be considered when designing the floor plan of an Instructional Media Center. Read the indicated pages in the reference by Brown and Norberg. Delineate the various essential areas, including appropriate materials needed for providing comprehensive media instruction.	5.3.5.3.A Resource File Brown, James W., and Kenneth D. Norgerg, Media Services in the Single School, in Administering Educational Media, McGraw-Hill Book Company, New York, 1965, pp.270-279.	
5.3.5.3.B Page 487 of the reference by McCarthy lists the 14 regional IMC's and the area served. Select 7 centers and address a letter to each requesting information about the services they provide. Compare the information received with the IMC criteria in McCarthy's reference.	5.3.5.3.B Resource File McCarthy, James J., An Overview of the IMC Network, in The Process of Special Education Administration written by Charles H. Meisgeier and John D. King, International Textbook Company, Scranton, Pennsylvania, 1970, pp. 482-487.	
5.3.5.3.C The office of the State Schools for Mentally Retarded Children is a department of the Missouri Department of Education. This office provides a central IMC for the purpose of serving the state		

Behavioral Objective 5.3.5.3 *Continued:*

5.3.5.3.C

schools established for the mentally retarded child. Obtain information about this IMC as you did the national regional IMC's in the previous activity. Address your correspondence to:

Larry Simmons
State School for Retarded Children
State Department of Education
Box 480
Jefferson City, Missouri 65101

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.3 The trainee will be able to determine the comprehensiveness and adequacy of facilities comprising any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.3.A	1. Instructional materials control center a. Instructional materials, card catalogs, carded data on all instructional resources in the center, with separate smaller files, perhaps, for inventories of community resources (speakers, field-trip destinations, special equipment) and other items b. Shelved reference collections of encyclopedias, almanacs, dictionaries, and other reference books c. Reference consultation desk d. Circulation or charging center at which are maintained records of all loans and visual control of in and out traffic 2. Reading rooms, study, and book storage areas a. Study space-carrels, group study rooms (also for use of audio-visual equipment), flat-top tables, lounge b. 1 square foot of floor space for each 15 volumes in the book collection 3. Textbook room-In it are a limited number of copies of textbooks in use in the school, as well as limited quantities of other distributions are maintained here. 4. Professional library-The school center should maintain a collection of professional library materials that contain courses of study selected, professional textbooks, reference books, sample tests, professional magazines pamphlets, and similar materials.

Competency Component: 5.3.5 To assist the trainee in utilizing criteria relative to facilities in the evaluation of support systems.

Behavioral Objective: 5.3.5.3 The trainee will be able to determine the comprehensiveness and adequacy of facilities comprising any specified support system.

Activity No.	*Evaluation Criteria*
5.3.5.3.B	The trainee was to select seven of the fourteen regional IMC's and address a letter to each requesting information about the services they provide. Upon receiving replies, the trainee was to compare the information forwarded with the criteria outlined in An Overview of the IMC Network by James J. McCarthy.
5.3.5.3.C	The trainee was to write the State Schools for Mentally Retarded Children in care of Larry Simmons, State Department of Education, Jefferson City, Mo., requesting information about the sources provided by their control IMC.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 5.0 Evaluating / Support Systems

Competency 5.4 A curriculum consultant should be capable of evaluating in-service training programs.

September 1973

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Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
Division of Training

EC 123140

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #5: Evaluating / Support Systems

MODULE ELEMENT SCOPE:

The purpose of this module is to orient you to the many variables which need to be considered when evaluating support systems. The primary emphasis is on your role as a change agent in the process of support system evaluation. Support systems refers to in-service training programs, good teaching and learning conditions, acquisition of needed instructional materials, and utilization of consultant services. In addition, this module incorporates financial resources and parental involvement in programming for exceptional children into the definition of support services. You will first be introduced to procedures in the area of needs assessment with subsequent activities requiring you to apply these assessment procedures. The goal is to facilitate your developing of evaluation skills applicable to support services.

MODULE ELEMENT SPECIFICATIONS:

Competency 5.4: A curriculum consultant should be capable of evaluating in-service training programs.

Competency Components:

5.4.1: To assist the trainee in determining in-service needs.

5.4.2: To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

5.4.3: To assist the trainee in determining the cost efficiency of current in-service training efforts.

5.4.4: To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date:	Reason:

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			5.4.1.1 The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.	
			5.4.1.2 The trainee will be able to obtain teacher input regarding curricular and instructional problems which could be coped with through in-service training.	
			5.4.1.3 The trainee will be able to identify new instructional practices and instructional materials which would be appropriate topics for in-service training for teachers of exceptional children.	
			5.4.1.4 The trainee will be able to describe twelve in-service training workshops which would be appropriate for teachers of exceptional children in a selected school district.	
			5.4.1.5 The trainee will be able to develop a plan of action which would motivate school district personnel to assess their in-service training program.	
			5.4.2.1 The trainee will be able to identify personnel currently responsible for orgainizing and coordinating in-service training for teachers of exceptional children in a given school district.	
			5.4.2.2 The trainee will be able to identify the current goals and objectives of the in-service training program for teachers of exceptional children in a given school district.	
			5.4.2.3 The trainee will be able to determine the financial resources currently allotted to in-service training for special education personnel in a given school district.	
			5.4.2.4 The trainee will be able to determine the extent of teacher involvement in decision-making regarding in-service training.	
			5.4.2.5 The trainee will be able to identify the procedures employed to reinforce teachers for their involvement in in-service training activities.	
			5.4.2.6 The trainee will be able to determine the extent to which a school district has affiliated with agencies such as higher education, state department of public instruction, and neighboring school districts in the designing and conducting of in-service training activities.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			5.4.3.1 The trainee will be able to demonstrate his familiarity with two procedures for determining the cost efficiency of the in-service training procedures.	
			5.4.3.2 The trainee will be able to demonstrate his ability to relate specific budget items to detailed in-service practices.	
			5.4.3.3 The trainee will be able to develop a budget for in-service training programs within a given school district which would be suitable for submission to the adminstration.	
			5.4.4.1 The trainee will be able to assist in the articulation of specific goals for in-service training programs to serve teachers of exceptional children.	
			5.4.4.2 The trainee will be able to identify district personnel who should be directly involved in the evaluation process related to in-service training programs.	
			5.4.4.3 The trainee will be able to formulate behavioral objectives for in-service training programs given specified goals.	
			5.4.4.4 The trainee will be able to assist school personnel in developing specific formative evaluation procedures which involve internal and external assessments.	
			5.4.4.5 The trainee will be able to assist school district personnel in developing a summative evaluation procedure for assessing effects of in-service training programs.	
			5.4.4.6 The trainee will be able to assist local school districts in developing a PERT or similar time frame approach to planning an in-service training program.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

5.4.1.2.A

5.4.1.3.A

5.4.2.1.A

5.4.2.3.A

5.4.2.4.B

5.4.2.5.A

5.4.3.1.A

5.4.3.2.A

5.4.3.3.A

5.4.4.3.A

5.4.4.4.A

5.4.4.5.A

5.4.4.6.A

INSTRUCTIONAL UNITS SPECIFICATIONS

Competency Component:

5.4.1: To assist the trainee in determining in-service needs.

Behavioral Objectives:

5.4.1.1: The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.

5.4.1.2: The trainee will be able to obtain teacher input regarding curricular and instructional problems which could be coped with through in-service training.

5.4.1.3: The trainee will be able to identify new instructional practices and instructional materials which would be appropriate topics for in-service training for teachers of exceptional children.

5.4.1.4: The trainee will be able to describe twelve in-service training workshops which would be appropriate for teachers of exceptional children in a selected school district.

5.4.1.5: The trainee will be able to develop a plan of action which would motivate school district personnel to assess their in-service training program.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.1 The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.

Enabling Activities	*Resources*	*Comments*
5.4.1.1 In the preceding elements of this module you have encountered a variety of support systems. While a number of such support systems have been touched on, none have been investigated in depth. In this element one support system-in service training- has been selected for a more comprehensive study. In-service training has been selected due to its universal applicability to educational problem solving. In-service training sessions may be used separately or in conjunction with a wide variety of other support systems and may be implemented without great difficulty by a curriculum consultant. In completing the activities in this element the information acquired and the skills developed in the preceding elements should be immeasurably helpful. Upon completing this element you will have developed a repertoire of skills that will enable you to evaluate and improve existing in service training programs and to establish new programs.		

5.4.1.1.A

The curriculum for exceptional children in a district may be set down neatly in a bulletin or guide relating to a specific category of exceptionality or it may be delineated in relation to specific problems or learner needs. It may not be formalized but evolving daily, in which case it may be inferred from lesson plans, learning activities in the classroom, and daily schedules. It may be mandated or merely suggested by the state education agency. In the latter case a great deal of latitude is possible in the local district.

Read the literature available on curriculum for exceptional children keeping in mind possible problem areas which could be foci for in-service education.

Select five curriculum guides from those available in the SEIMC and the professional library of the Department of Special Education. Be sure that they represent several areas of exceptionality. Ascertain possible problem areas as you review these guides. Develop a set of criteria which will expedite the identification of areas which could be dealt with through in-service training. You might consider the relevance of such criteria as:

1. Clarity of goals
2. Specificity in terms of behavioral objectives

5.4.1.1.A

SEIMC
Departmental library

Resource File
Curriculum guide to be supplied by your instructor.

5.4.1.1.A

Consider the trend toward educating exceptional children in regular classes.

5.4.1.1.A (continued)

3. Relation of goals and objectives to content, activities
4. Suggested materials and sources
5. Methodology in evaluation

Submit your criteria to your instructor for review. Upon approval or modification, obtain a guide from the instructor and evaluate it, using your criteria. Submit your evaluation to your instructor.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.1 The trainee will be able to review a school district's curriculum for exceptional children and identify specific areas which could be improved through in-service training.

Activity No.	*Evaluation Criteria*
5.4.1.1.A	Your evaluation of this activity requires first that you ascertain that the trainee did indeed examine the five guides specified. Ask him to indicate the source of each guide utilized (district or agency producing it). Also determine the comprehensiveness of each guide to assure that the trainee has ranged beyond a single exceptionality. The criteria he has developed to facilitate the identification of areas which might be improved through in-service education would probably include but should not be limited to those suggested in the activity information. This criteria list might be examined in relation to: (a) concern to all types of personnel likely to participate in Special Education programs (b) continuation as problem area for some of the personnel and to new personnel (c) possible short term and long range emphasis (d) time frame of reference and closure (e) possible input by teachers including self-evaluation. Evaluation of the second phase of this activity requires your determination of the ability of the trainee to evaluate a guide supplied and chosen by you. Your familiarity with this guide led to your choice, so you have already mentally evaluated it with an awareness of the trainee's criteria. If you now find that there is considerable discrepancy between your mental or formal evaluation and that submitted by the trainee, you may wish to probe his judgments, ascertaining his reasons for his judgments. If he can support those judgments in question, this discrepancy need not reflect incompetence, for individuals will always be found to differ somewhat in their judgments, even using the same data and criteria.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.2 The trainee will be able to obtain teacher input regarding curricular and instructional problems which could be coped with through in-service training.

Enabling Activities	*Resources*	*Comments*
5.4.1.2.A When teachers can identify or be helped to identify their problems, when they can be "producers" rather than "consumers" of in-service education, there is considerable evidence to indicate higher motivation, and the satisfaction of their needs. The result is effective teaching and high level services to exceptional children. Among the procedures for ascertaining needs and problems are: 1. Questionnaire, checklist, rating scale 2. Interview of teachers, supervisors 3. Critical Incident Approach 4. Classroom visitation and observation 5. Committee deliberations 6. A meeting which focuses on curriculum and methodology, as presented by an outside resource person or panel. Questions elicited may provide important information. The teachers must be made aware of their input and its relevance to pro-	5.4.1.2.A Resource File 10.1.1.1.A Resource File 5.4.1.2.A Meyen, E. L. "A statewide Approach to In-Service Training for Teachers of the Mentally Retarded" Exceptional Children _____: 353-357 Jan. 1969. Meyen, E. L. and Carr, Donald "an Investigation of Teacher-Perceived Instructional Problems,_____: _____March 1968. Note questionnaire on pp.74-82. Allen, Paul M. etal. Teacher Self Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones Publishing Co., 1970. How to Get New Programs into Elementary Schools. Number 4 Marci Renker, Richard Andrulis, Thomas Heffernan, Steven Bush. Englewood Cliffs, N. J.: Educational Technology Publications, 1972.	

5.4.1.2.A (continued)

jected in-service education.

Your responsibility is to demonstrate ability to obtain input from teachers which can lead to foci for in-service education. Choose one or more of the procedures for obtaining this input. Set this (or these) down in a plan which will be submitted to your instructor for evaluation.

5.4.1.2.B

Contact the Director of Special Education of a local district and indicate the training nature of your request. Indicate your desire to share the information obtained. Request the names of six teachers who represent various programs in Special Education. Also obtain the names of six regular classroom teachers who are identified as teaching exceptional children.

Utilizing the plan approved by your instructor, formulate a list of problem areas and manifested needs resulting from your interaction with these teachers. Submit this list to your instructor, and, if desired, provide a copy for the cooperating district.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.2 The trainee will be able to obtain teacher input regarding curricular and instructional problems which could be coped with through in-service training.

Activity No.	*Evaluation Criteria*
5.4.1.2.A	Of interest will be the selection of a particular procedure to solicit and elicit teacher manifestations of curricular and instructional problems. The following should be considered in evaluating the plan reflecting the choice of procedures: a. comprehensiveness of input--How many individuals contributed? How much input? b. efficiency of plan in terms of time requirement c. economy in relation to personnel requirements d. evidence of several input procedures e. administrative feasibility-- Is permission likely to be obtained easily? f. immediate utility of data obtained g. capable of being revised, modified h. relevance for formative and summative data i. clarity of the plan.
5.4.1.2.B	The sample of six special and six regular classroom teachers is small but should make possible the attaining of some skill in obtaining teacher input. The list of problem areas and manifested needs may not be extensive, for most special educators tend to manifest similar concerns and problems. Regular class teachers of exceptional children are likely to produce somewhat different concerns, since they lack many of the specific skills in teaching exceptional children. You should note the possible delineation of the two groups of teachers and their manifested problems and needs. Your evaluation should not be on the basis of the number of problems but on the ascertaining of agreement on problems which could be foci for in-service education.

Competency Component: 5.4.1 **To assist the trainee in determining in-service needs.**

Behavioral Objective: 5.4.1.3 **The trainee will be able to identify new instructional practices and instructional materials which would be appropriate topics for in-service training for teachers of exceptional children.**

Enabling Activities	*Resources*	*Comments*
5.4.1.3.A The ability to identify innovative procedures or strategies and materials is developed through examination of the professional literature and familiarity with materials catalogued and disseminated by the instructional materials centers. First hand contact with these programs identified as exemplary and innovative will also contribute to ones knowledge. Many of these have considerable merit and relevance but are unknown to special educators. Many approaches and materials can be utilized in regular classrooms in which exceptional children will be increasingly placed in the future. Read the specific references cited in the Resource File 5.4.1.3.A as well as others related to the innovative approaches listed in the file. Read in the literature for other approaches or procedures which appear to have relevance in the education of exceptional children. Prepare a syllabus which includes the major innovative approaches which	5.4.1.3.A Resource File 5.4.1.3.A Innovative Approaches 1. Experimental Education Richard, C. (ed.) Unique Programs in Special Education. London: Pergamon Press, 1970. Emmer, Edmund T. Improving Teaching Through Experimentation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1970. 2. Precision Teaching Precision Teaching - C.E.C. - Sound Filmstrip Bradfield, Robert. "Precision Teaching: A Useful Technology for Special Education Teachers." Educational Technology 8: 22-26. August, 1970. Meacham, Merle and Allen Wiesen. Changing Classroom Behavior: A Manual for Precision Teaching. Scranton, Pennsylvania: International Textbook Co. 1969.	Look for evidence of experimental documentation in reviewing new strategies, approaches, or materials.

5.4.1.3.A (continued)

you feel could provide bases for in-service education.

Include a supporting or corroborating statement related to each approach.

In addition to the approaches in your syllabus, include three specific sets of materials or problems which are innovative and relevant and should be disseminated through the in-service program. Provide a rationale for including each.

5.4.1.3.A (continued)

Harring, Norris and _____ "Direct Measurement and Prothesis of Retarded Behavior." Journal of Education. 147,62-81, 1964.

Sexton, Ronald and Charlotte Cox (ed.) New Organizational Patterns and Delivery Systems. Eugene, Oregon: School of Education, University of Oregon, 1972,pp. 113-126.

3.Behavior Modification

Christapolas, Florence and Peter Valletutle. "Defining Behavior Modification." Educational Technology. _____:28-30, December, 1969.

Harring, Norris and_____. "Contributions of the Experimental Education Unit to the Expanding Role of Education." College of Education Record. 34:31-36, 1968.

4.Contingency Management

Neisworth, John, Stanley Deno, and Joseph Jenkins. Student Motivation and Classroom Management. Newark, Delaware: Behavior Technics, Inc. 1969.

Burman, Mark. Motivation and Learning Applying Contingency Management Techniques. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971.

O'Leary, K., Daniel and Susan Leary. Classroom Management. New York: Pergamon Press, 1973.

Helmuth, J. (ed.) "The Finer Focus of Therapeutic Behavior Management." Education Therapy. Seattle, Washington: Special Child Publications, 1966.

5.4.1.3.A (continued)

5. Contingency Contracting
   Homme, Lloyd. How to Use Contingency Contracting in the Classroom. Champaign, Illinois. Research Press, 1969.

6. Engineered Classroom
   Hewett, Frank. The Emotionally Disturbed Child in the Classroom. Boston: Allyn and Bacon Co., 1968.

Sources of Information on Innovative Materials

SEIMC Network
ERIC - CEC
Index of Special Education Materials

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.3 The trainee will be able to identify new instructional practices and instructional materials which would be appropriate topics for in-service training for teachers of exceptional children.

Activity No.	*Evaluation Criteria*
5.4.1.3.A	The references in the Resource File for this objective relate to six comparatively new and innovative approaches with relevance for Special Education. These six should not be perceived as restricting the trainee in his syllabus. The syllabus should be evaluated in relation to: a. projecting of broad goals which may be familiar with innovative approaches and the instructional materials or programs b. ascertaining of entry--level knowledge for formative education c. statement of specific behavioral objectives d. activities, materials, other resources to expedite attainment of objectives e. provision for summative and for formative evaluation f. soundness of broad goals (choice of innovative approaches and materials or programs for inclusion in in-service program) as manifested through corroborative and supporting statements.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.4 The trainee will be able to describe twelve in-service training workshops which would be appropriate for teachers of exceptional children in a selected school district.

Enabling Activities	*Resources*	*Comments*
5.4.1.4.A You have now reviewed the curriculum for exceptional children in a selected school district. You have inferred areas which need strengthening. You have also interacted with teachers, as well as other school personnel with regard to perceived problems in curriculum and instructional procedures. You have further perused the literature and otherwise obtained input on innovative and relevant practices and materials. Formulate twelve in-service workshops which will present these emphases and deal with needed improvement. A possible format for these in-service workshops might be: 1. Orientation to the innovative practice or materials. 2. What the research reveals about its relevance and efficacy. 3. Objectives for the use of the practice or materials. 4. Applying it to the special classroom and individual needs.		

5.4.1.4.A (continued)

5. Assessing the attainment of objectives projected for its use.

Submit these to your instructor for review.

5.4.1.4.B

Develop behavioral objectives for participants and determine criterion level and procedures for assessment. Submit these to your instructor for evaluation.

Consider relevance for regular classroom teachers and the possibility that these same twelve workshops might be presented to these teachers at the same time or in a separate presentation with less depth.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.4 The trainee will be able to describe twelve in-service training workshops which would be appropriate for teachers of exceptional children in a selected school district.

Activity No.	*Evaluation Criteria*
5.4.1.4.A	The brief format included in the information for the activity was not meant to limit the things which might be included. It is to be hoped that the trainee will select twelve workshop areas which reflect needs and concerns, only part of which impinge upon the innovative approaches and materials or programs. Teacher needs must provide the "lion's share" of emphasis for in-service education. The choice of the workshops will be one focus of your evaluation, but equally important will be your evaluation of the mechanics and logistics--the "systems" incorporated into the in-service education program, as reflected in the twelve formats. You should consider: a. relevance of selected workshops b. evidence of "systems" approach c. utilization of formative and summative evaluation to include external evaluation.
5.4.1.4.B	Your evaluation of this activity is to ascertain the ability of the trainee to develop specific behavioral objectives which relate to the foci or emphasis of the twelve in-service workshops. Considerations might be: a. observability b. measureability c. feasibility d. utilization of criterion level e. inclusion of any conditions imposed f. determination of attainment to be made by whom g. statement of a time reference h. relevance to workshop focus i. comprehensiveness of the objectives--completeness in relation to specific goals.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.5 The trainee will be able to develop a plan of action which would motivate school district personnel to assess their in-service training program.

Enabling Activities	*Resources*	*Comments*
5.4.1.5.A It is doubtless true that many in-service education programs are an irritation or "necessary evil" to all concerned. This may stem from a number of factors such as "when" and "where" they take place. It is more likely that they fail to expedite growth because of the "why" and the "how." Many district in-service programs are destined to be minimal in funding and impact because teachers have not "called the shots." They are in the best position to assess their own in-service requirements. They need to be made aware of current trends and have the time to talk their problems through. Someone has said that "teachers" have not only been going to the wrong place at the wrong time, but all to often they have been talking about the wrong things. Teachers need to be the "producers" rather than the "consumers." It has also been said of in-service education, "so little that has specific meaning to specific persons in terms of their needs." It must be acknowledged, however, that the individual or group of individuals		

5.4.1.5.A

may need help in locating, analyzing, and reaching satisfying solutions for their needs. To recognize needs is to raise motivation levels and enthusiasm for the program to produce growth and improved programming.

Develop a survey instrument which you feel will ascertain the strengths and weaknesses of the in-service program in a given district as perceived by the "consumers" who should be "producers." Let your instructor examine this instrument and react to it.

5.4.1.5.B

Develop a sequential plan to motivate the personnel in the district to assess their in-service education program. Consider such facets as:

1. Information on teacher reactions, as ascertained by your survey.
2. Communication of the cruciality of general goals and the specific objectives.
3. Emphasis on the importance of teacher involvement.
4. Possible techniques for on-going evaluation.
5. Appraisal of current trends and developments in Special Education which might provide part of program focus.

Submit this plan to your instructor for review.

Competency Component: 5.4.1 To assist the trainee in determining in-service needs.

Behavioral Objective: 5.4.1.5 The trainee will be able to develop a plan of action which would motivate school district personnel to assess their in-service training program.

Activity No.	*Evaluation Criteria*
5.4.1.5.A	Teachers, long-suffering "recipients" of in-service education, can contribute much as they become "producers" rather than "recipients" or "consumers" of in-service education. They can also manifest reactions ranging from enthusiasm to frustration and boredom. This project calls for a relatively simple instrument for teacher input, the purpose of which is to motivate appropriate district personnel to assess in-service education in Special Education. This instrument might include a rating scale to assess such facets as: a. involvement of teachers in development of in-service program b. involvement of teachers in the conduct of in-service education c. relevance or helpfulness of the workshops, sessions, or meetings d. scheduling appropriateness e. time limitations and adherence to these f. reinforcement or incentives
5.4.1.5.B	In the evaluation of this activity you might consider the inclusion of such facets as those listed in the activity information. You should view this plan in relation to: a. appropriateness-- Does it appear to be relevant to any district for purposes of motivation? b. sequence--Are stages or steps proposed? c. personnel involvement-- Are personnel of many levels, especially major decision makers contacted or involved? d. factors which are likely to lead to motivation e.g. present program, teacher reactions, rationale for a program which is "systems" oriented, awareness of programs of other districts which are effective, need to emphasize trends, new developments, etc. e. consideration of protocol in relations with a district f. psychological soundness g. feasibility.

INSTRUCTIONAL UNITS SPECIFICATIONS

Competency Component:

5.4.2: To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objectives:

5.4.2.1: The trainee will be able to identify personnel currently responsible for organizing and coordinating in-service training for teachers of exceptional children in a given school district.

5.4.2.2: The trainee will be able to identify the current goals and objectives of the in-service training program for teachers of exceptional children in a given school district.

5.4.2.3: The trainee will be able to determine the financial resources currently allotted to in-service training for special education personnel in a given school district.

5.4.2.4: The trainee will be able to determine the extent of teacher involvement in decision-making regarding in-service training.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.1 The trainee will be able to identify personnel currently responsible for organizing and coordinating in-service training for teachers of exceptional children in a given school district.

Enabling Activities	*Resources*	*Comments*
5.4.2.1.A Good in-service education does not just "happen." A capable general administrator, acknowledging the cruciality of continuing education, will designate the person or persons with responsibility for this aspect of the district program. This individual may be the "Assistant Superintendent for Curriculum", the "Curriculum Director," or some other person in the administration. Traditionally, the building principal has been responsible for in-service education of persons in that building. Supervisors or Directors of Special Education have usually carried an in-service education for the entire district staff in Special Education, which, in many cases, resulted in teachers in a building participating in dual in-service programs. If the district has one administrator with responsibility for the in-service program, it is he who seeks to develop general goals and specific objectives for the program. The Teachers Handbook or the Administrative Guide of a local district may describe the district's in-service education program and indicate responsible personnel.	5.4.2.1.A Resource File Administrative Guide Teachers Handbook	

5.4.2.1.A (continued)

Procure such a handbook or guide to ascertain the person(s) delegated the in-service responsibility. Contact the district adminstrative offices for the initial information on responsible persons or for confirmation of these assignments. Contact the individuals whose names you have for confirmation of these assignments and awareness of these responsibilities. Share your findings with your instructor.

Be sure that the purpose of your contact is understood to be a training requirement.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.1 The trainee will be able to identify personnel currently responsible for organizing and coordinating in-service training for teachers of exceptional children in a given school district.

Activity No.	*Evaluation Criteria*
5.4.2.1.A	Resourcefulness and creativity are the foci of evaluation of this activity. Obviously, the need is to ascertain the person(s) responsible for coordinating in-service education. The trainee should develop an awareness of typical personnel with this responsibility in any district but should be able to pin this down to a local district. Your interview with the trainee will ascertain his knowledge of typically responsible individuals, personnel in a local district known to you, and the procedures utilized. Consider his utilization of protocol in his relations with this district.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.2 The trainee will be able to identify the current goals and objectives of the in-service training program for teachers of exceptional children in a given school district.

Enabling Activities	*Resources*	*Comments*
5.4.2.2.A As a manifestation of a commitment to services for exceptional children, most dynamic districts have established in-service education programs for the continuing growth of staff and have undergirded these with broad goals and more specific objectives. Procure any brochures or descriptive material produced by a local district and examine these for statements of goals and objectives for in-service education of personnel in Special Education. Interview the person with responsibility for in-service education in that district to ascertain the existence of goals and objectives for the in-service program in Special Education. For additional confirmation, you may wish to interview a Special Education teacher to ascertain her awareness of established goals and objectives for her in-service education program. The Director of Special Education could also provide this information. Contact your instructor to communicate the source(s) of your information and the results of this activity.		Be sure to indicate the training nature of your contact.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.2 The trainee will be able to identify the current goals and objectives of the in-service training program for teachers of exceptional children in a given school district .

Activity No.	*Evaluation Criteria*
5.4.2.2.A	Your evaluation of this activity must be done in light of the possession by the trainee of a list of goals and objectives for in-service education in a local district. Inasmuch as you have knowledge of the program of the district from which this information was obtained by the trainee, you have an excellent basis for accuracy determination. In your evaluation consider the following: a. accuracy of the goals and objectives b. efficiency and relevance of procedures for obtaining the information c. input from several sources to ascertain consistency and awareness d. observation of protocol by the trainee.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.3 The trainee will be able to determine the financial resources currently allotted to in-service training for special education personnel in a given school district.

Enabling Activities	*Resources*	*Comments*
5.4.2.3.A Crucial to an in-service training program that offers challenge and encourages idea production is its financial undergirding with its implications for materials and resource personnel. Familiarize yourself with available foundation funds which may be earmarked for in-service programs under Special Education legislation and state programming. Investigate resources which although not specified for this purpose could be utilized legitimately for this purpose by the local district through Foundation Programs and Special Education legislation. Develop a summary of financial resources you believe could be utilized for in-service education in Special Education. Indicate sources and estimates from each. Submit this to your instructor for review.	5.4.2.3.A Resource File Minimum Foundation Act or Program for a particular state. State Plan for Special Education. Administrative Guide for Special Education. Data on hypothetical school district in Departmental Library.	Many states specify reimbursement to local districts under Special Education legislation in administrative guides disseminated by state agency.

5.4.2.3.B

Contact the administrative official in the district most related to in-service education and/or Special Education. Indicate the need for information on budgeted funds for in-service education in Special Education, and the use to be made of it. If a copy of the budget is furnished for your use, be sure that you identify the line items with implications for in-service education resources.

Contrast the amount of resources available under state reimbursement, if specified or implied, which might be used for in-service education in Special Education with the amount budgeted for this purpose by that district.

Illustrate this contrast of possible resources and actual budget. Submit this to your instructor for review.

Assurance should be given that the information related to resources available for in-service training in Special Education will not be utilized in a manner to identify or evaluate that program or district.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.3 The trainee will be able to determine the financial resources currently allotted to in-service training for special education personnel in a given school district.

Activity No.	*Evaluation Criteria*
5.4.2.3.A	Your familiarity with the financial resources available to the local district through Foundation and Special Education reimbursement will permit you to evaluate the information of the trainee. Obviously, some sources may have been considered by the trainee through inference. Be sure that he can provide a sound rationale for including these, i.e. their availability and feasibility. Actual figures can only be estimates, but they should have some basis in formulas known to you and the trainee. Consider also the breadth of the search by the trainee for this information, as manifested by the sources he has utilized.
5.4.2.3.B	Inasmuch as you must evaluate the actual allocation of financial resources to in-service education in Special Education as ascertained by the trainee, you must possess this information yourself, and it is important that the most recent figures are known to you. Your relations and contact with the specified district will have made this possible. The trainee should have developed an itemized list of resources specifically stated in the district budget or inferred from it. A second column or separate listing should include the sources or line items, figures for each, and a columnar total. This contrast should be characterized by the following: a. completeness b. accuracy-- consistency with information you possess, although estimated in some cases. c. clarity d. ease of use-- facilitates acquisition of facts quickly. Ask the trainee to document or corroborate information at variance with yours. Ask the trainee to indicate steps and any problems in procuring the information needed.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.4 The trainee will be able to determine the extent of teacher involvement in decision-making regarding in-service training.

Enabling Activities	*Resources*	*Comments*
5.4.2.4.A A major criticism of in-service education in many districts is that it is "other-directed" rather than "teacher-directed." It simply has not been planned with the needs of teachers in mind. It must be conceded, however, that there are those who are unaware of their needs, a problem which could be a focus of an initial part of the in-service education. It is a truism that greater interest and motivation evolve from participation in decision making. Because in-service training frequently is conducted after school has adjourned and teachers are literally "on their own time," input from them as to concerns, needs, manner of carrying on the education, etc. is likely to be very productive in professional development and cooperation. Interview the curriculum director and/or Director of In-Service Education, and the Director of Special Education to ascertain the existence of an in-service education committee of which these teachers may be members. Inquire as to mode and extent of teacher involvement if no committee exists.		

5.4.2.4.A (continued) Summarize your findings in a narrative report and submit this to your instructor for evaluation.		
5.4.2.4.B Select and interview six special education teachers who are representative of buildings and/or programs in a local district. Queries regarding their involvement in decisions related to in-service training or the knowledge of the involvement of other special educators should produce the desired information and corroborate information provided by administrative personnel. Submit a summary of these interviews to your instructor.	5.4.2.4.B Resource File List of Special Education personnel secured from administrative offices of that district.	Be sure to divulge the use to be made of this information.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.4 The trainee will be able to determine the extent of teacher involvement in decision-making regarding in-service training.

Activity No.	*Evaluation Criteria*
5.4.2.4.A	You are evaluating the ability of the trainee to determine extent of teacher involvement in decision-making related to in-service education. Your evaluation should be on the following bases: a. variety of sources utilized for input b. actual information obtained--- How do teachers assist in decision-making? c. observation by trainee of protocol in relations with district personnel. d. completeness and clarity of report. You may wish to interview the trainee if there are questions about procedures and information obtained.
5.4.2.4.B	The trainee has been asked to select and interview 6 special education teachers from within the local district. The trainee was to ascertain the degree of involvement the teachers had regarding in-service decisions. The trainee was to summarize the statements of the teachers and submit them to his SECTraC advisor for review. The summaries should indicate the name of the school district and the teachers interviewed.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.5 The trainee will be able to identify the procedures employed to reinforce teachers for their involvement in in-service training activities.

Enabling Activities	*Resources*	*Comments*
5.4.2.5.A Involvement in decision making related to in-service education may be reinforcing to those few persons so involved, but most teachers will tend to cooperate and participate in relation to certain incentives or reinforcers. Such things as released time, professional visitation, professional travel allowances, paid participation, tuition stipends, etc. are currently in use. Examine the general literature related to staff development and in-service education to identify specific procedures which tend to build enthusiasm and participation and to assure continuing staff growth. Interview relevant administrative personnel in the use of these incentives and/or procedures. Summarize the content of the interview(s) and submit this to your instructor.	5.4.2.5.A Moffitt, John C. In-Service Education for Teachers. Washington, D.C.: Center for Applied Research in Education, 1963, Chapter 5. Edmonds, Fred, et al. In-Service Teacher Education: Crucial Process in Educational Change. Bulletin of the Bureau of School Service, University of Kentucky, Vol XXXVI, December, 1963, Chapter 4. Harris, Ben M. In-Service Education: A Guide for better practice. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1969. Carr, _____. Planning Through In-Service Programs. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957. Heyman, Margaret. Criteria and Guidelines for the Evaluation of In-service Training. Washington, D. C.: HEW (Superintendent of Documents, U. S. Printing Office), 1968.	

5.4.2.5.B.

Interview six special educators who are representative of buildings and/or programs in relation to reinforcement procedures which tend to be utilized in that district as incentives to participate in in-service activites.

Summarize these interviews and submit this information to your instructor for review.

Reassure them that information provided will not identify them, nor will it be used to evaluate the program of the district.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.5 The trainee will be able to identify the procedures employed to reinforce teachers for their involvement in in-service training activites.

Activity No.	*Evaluation Criteria*
5.4.2.5.A	In evaluation of this activity, consider the fact that the trainee was not required to develop an inventory or interview format. It will be of interest to note evidence of any such system for obtaining this input, as stated or inferred from his summary. Note references to the personnel interviewed for evidence of use of all possible sources of information. You will probably mentally contrast information presented in the summary with that which you possess about the district involved. Consider protocol in district-trainee relations.
5.4.2.5.B	This summary will hopefully reflect the interviews with the six teachers who meet the criteria cited in the activity. Of interest will be some indication of the manner of selection of the teachers, reflecting protocol and resourcefulness. Not related to the evaluation but of interest will be any comparison which the trainee makes of the information in 5.2.2.5.A with that obtained in 5.2.2.5.B.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.6 The trainee will be able to determine the extent to which a school district has affiliated with agencies such as higher education, state department of public instruction, and neighboring school districts in the designing and conducting of in-service education activities.

Enabling Activities	*Resources*	*Comments*
5.4.2.6.A In addition to financial undergirding of in-service education, other resources such as cooperation between or among districts, a close relationship with a teacher training program, and cooperative planning with the state education agency provide greater assurance of pertinent and effective training. The district which confines its efforts to utilization of personnel within the district for design and conduct of this training is in danger of some impotency and static programs.		
Interview appropriate personnel in a local district to ascertain the nature and extent of involvement of higher education personnel in the in-service program.		Make sure the purpose of the interview and the use to be made of the information are known to preclude threat.
Ascertain the extent and nature of interaction with the state education agency by this district in the design and conduct of this district in in-service programs.		
Inquire as to the extent to which cooperative planning and conduct of in-service education have taken place between or among neighboring districts.		

Behavioral Objective 5.4.2.6 *Continued:*

5.4.2.6.B

Contact the relevant teacher education program to obtain input on the perceptions of these trainers of the nature and extent of participation in the program of in-service education of the district in question.

Interview the appropriate person in an adjacent district for information on perceived cooperation in design and conduct of in-service education with the local district previously contacted. Contact the state department for similar information. Summarize the results of your contacts and interviews in a narrative report.

5.4.2.6.C

Evaluate the extent to which these resources appear to have been utilized in the design and conduct of the in-service program by devising a 5-point scale and rating each area or resource. Submit this and your report to your instructor for review.

Be sure the personnel in the entity contacted understand the purpose of information sought. Your professionalism and ethics preclude dissemination of this information in an indiscriminate manner.

Competency Component: 5.4.2 To assist the trainee in identifying the school district's current procedures relative to in-service training for special education personnel.

Behavioral Objective: 5.4.2.6 The trainee will be able to determine the extent to which a school district has affiliated with agencies such as higher education, state department of public instruction, and neighboring school districts in the designing and conducting of in-service education activities.

Activity No.	*Evaluation Criteria*
5.4.2.6.A	While it manifests separate activity requirements, the summary is a composite of the information procured on affiliated agencies involved in design and conduct of the in-service program. The report should reflect contacts with one or more persons at the local district level. It should manifest a format or structure in the conduct of the interviews. It is expected that the interviews would have produced the following kinds of information: a. Use of college or university personnel as consultants, lecturers, in-service seminar leaders credit course instructors, external formative and summative evaluators, etc. b. Relationships with state department personnel to include phone consultations, consultant visits, resource materials, securing and implementing any workshop emphasis or formats, external evaluations, etc. c. Exploratory discussions related to inter-district cooperation, exchange of district personnel as resources, inter-district planning and conduct of in-service.
5.4.2.6.B	The interviews reflected in this activity and its summary report should seek the same information as that sought in 5.2.2.6.A, but the contacts will be outside the district. Consider the inclusion in the report of the suggested kinds of information for which you evaluated 5.2.2.6.A, as cited in the Instructor's Manual. Consider completeness, clarity, evidence of organization or structure, etc.
5.4.2.6.C	The evaluation of the extent of resource use by the trainee must be subjective, but there should be some interpretation offered of the meaning of each point rating. The purpose of this activity is to evaluate the trainee's ability to make value judgements and quantify them for greater relevance and utility of data.

INSTRUCTIONAL UNITS SPECIFICATIONS

Competency Component:

5.4.3: To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objectives:

5.4.3.1: The trainee will be able to demonstrate his familiarity with two procedures for determining the cost efficiency of the in-service training procedures.

5.4.3.2: The trainee will be able to demonstrate his ability to relate specific budget items to detailed in-service practices.

5.4.3.3: The trainee will be able to develop a budget for in-service training programs within a given school district which would be suitable for submission to the administration.

5.4.3.4: The trainee will be able to apply one of the two procedures identified in 5.2.3.1 in analyzing the cost efficiency of a specific in-service training program.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.1 The trainee will be able to demonstrate his familiarity with two procedures for determining the cost efficiency of in-service training procedures.

Enabling Activities	*Resources*	*Comments*
5.4.3.1.A .."The reason we spend such a small fraction of the budget on continuing education is that we always start with the wrong question. We always start by asking what we can afford...when the worth of a program is established, money can be found...we deceive ourselves if we genuinely believe we can't afford it." So has stated Robert Hogan, Associate Executive Secretary of the National Council of Teachers of English as he commented on meager resources for in-service education. These resources may never be completely adequate, at best. It is highly important, therefore, that we use procedures which are productive in relation to funds expended. Investigate procedures for determining cost efficiency in relation to in-service training. Start by reading the references in the Resource File 5.4.3.1.A. Write a rationale for selecting each of two procedures and describe the application of each to this determination for Special Education. Relate specific steps in each procedure to in-service education in Special Education.	5.4.3.1.A Resource File 5.4.3.1.A Van Gigch, John and Hill, Richard. Using Systems Analysis to Implement Cost Effectiveness and Program Budgeting in Education. Educational Technology Publication, Englewood Cliffs, New Jersey, 1971. Entire publication is relevant but pp. 27-46 are particularly relevant. Manning, W.R. "Cost Analysis and Curriculum Decision." Educational Leadership. 27: 179. November 1970. Wilkinson, Gene L. "Needed: Information for Cost Analysis." Educational Technology 7: 33-38, July 1972. Check references at conclusion of this article, also. Abt, C. C. "Design for an Education System Cost-Effectiveness Model." Socio-Econo-Plan. Sci., 2:399-415, April 1969. English, Morley J. Cost-Effectiveness: Economic Evaluation of Engineered Systems. New York: John Wiley and Sons. 147-148, 1968.	

Behavioral Objective 5.4.3.1 *Continued:*

5.4.3.1.A. (continued)

Submit this to your instructor for evaluation.

5.4.3.1.A

Carpenter, Margaret and Haggart, Sue. "Cost Effectivenss Analysis for Educational Planning." Educational Technology. 10: 26-30. October 1970.

Carpenter, M. B. and Haggart, S. A. Analysis of Educational Programs Within a Program Budgeting System. The Rand Corporation. p. 4195.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.1 The trainee will be able to demonstrate his familiarity with two procedures for determining the cost efficiency of in-service training procedures.

Activity No.	*Evaluation Criteria*
5.4.3.1.A	The trainee was given a series of readings on determining cost efficiency relative to in-service training. From the numerous procedures examined in the readings the trainee was to select two and describe their possible applications to current Special Education in-service efforts. Included with the descriptions should be a rationale for selecting that particular procedure. The written products should list the resource they were drawn from and should be written up in concise professional form.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.2 The trainee will be able to demonstrate his ability to relate specific budget items to detailed in-service practices.

Enabling Activities	*Resources*	*Comments*
5.4.3.2.A Accountability is the watchword in Education today. It is no longer possible to gloss over the expenditures by relating them to broad areas or general goals which do not lend themselves to analysis and evaluation. Specific line items must be shown to relate to a battery of procedures or activities which are designed to expedite the attainment of specific behaviors or behavioral objectives. This is also true of the funds allocated and expended for in-service training in Special Education. Review the sample budget of a local district (Resource File 5.2.3.2.A) which provides financial resources for in-service training. Interview the administrator responsible for this aspect of the district's programming. Ascertain the procedures and activities which are enabled by the line items in that budget. Provide your instructor with a copy of the specific budget and enumerate and describe the training procedures and activities which relate to each line item.	5.4.3.2.A Resource File 5.4.3.2.A Planning for the Evaluation of Special Education Programs. USOE, Bureau of Education for the Handicapped, 1969. pp. 28-30. Roberson, E. Wayne. Educational Accountability Through Evaluation. Englewood Cliffs, N. J.: Educational Technology Publications, 1971, pp. 66-74.	

Behavioral Objective 5.4.3.2 *Continued:*

5.4.3.2.A (continued)

If no formal budget is utilized by that district in conducting the in-service program, urge the district person contacted to provide estimates of various expenditures and the explanation of what they represent in terms of program. Submit this material to your instructor.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.2 The trainee will be able to demonstrate his ability to relate specific budget items to detailed in-service practices.

Activity No.	*Evaluation Criteria*
5.4.3.2.A	The trainee was to acquire a sample budget from a local school district which provides financial resources for in-service training. He was to then locate the administrator responsible for this particular aspect of the district's programming and arrange for an interview. From the interview the trainee was to determine precisely what procedures and activities were provided as a result of that portion of the budget. The trainee was to submit both the budget and a description of the activities and procedures which result from the allocation. Included should be the name of the school district the budget was obtained from and the name of the administrator interviewed.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.3 The trainee will be able to develop a budget for in-service training programs within a given school district which would be suitable for submission to the administrator.

Enabling Activities	*Resources*	*Comments*
5.4.3.3.A General administrators and school business personnel seek efficiency in the conduct of the educational program and the expenditure of funds related to that program. A quality educational program includes staff development and upgrading of skills of professional personnel. A plan for the in-service training is incomplete if it doesn't relate resources to programming. If the district has not operated with such a budget, a service can be performed in assisting relevant personnel with the development. Ascertain a district which has not developed such a budget and offer to assist in its development and implementation. Utilizing information procured, prepare a sample in-service budget, justifying each line item in terms of its contribution to the overall training effort. Consider PPBS as described in the references in the Resource File 5.4.3.3.A. Be specific in terms of procedures and activities . Submit this to your instructor. Make this budget available to the district and offer to further explain it and the rationale for the items.	5.4.3.3.A Resource File 5.4.3.3.A A selected school district Carpenter, M. B. Program Budgeting as a Way to Focus on Objectives in Education. New York: The Rand Corporation, p. 4162, September 1969. Haggart, Sue, et al. Program Budgeting for School District Planning. Educational Technology Publication, Englewood Cliffs, New Jersey, 1972. Hartley, Harry V. "PPBS: A Status Report With Operational Suggestions." Educational Technology, April 1972, pp. 19-22. Rapp, M.L. Evaluation as Feedback in the Program Development Cycle. New York: The Rand Corporation, p.4066, April 1969. Roberson, E. Wayne. Educational Accountability Through Evaluation. Educational Technology Publications, Englewood Cliffs, New Jersey, 1972, pp. 66-74. Van Gigch, John, P. and Hill, Richard E. Using Systems Analysis to Implement Cost-Effectiveness and Program Budgeting in Education. Educational Technology Publications, Englewood Cliffs, New Jersey.	Most districts, if not burdened with similar requests, recognizing the training aspects and some possible contribution, will cooperate. However, if you are unable to identify a district willing to cooperate your instructor will provide you with descriptive data on a district. Develop your budget based on this data.

Competency Component: 5.4.3 To assist the trainee in determining the cost efficiency of current in-service training efforts.

Behavioral Objective: 5.4.3.3 The trainee will be able to develop a budget for in-service training programs within a given school district which would be suitable for submission to the administrator.

Activity No.	*Evaluation Criteria*
5.4.3.3.A.	The trainee was to identify a school district which did not include budgeting for in-service activities. The trainee was then to offer his services, as a learning experience, in assisting the district in developing such a budget. Before actually beginning work on the budget, the trainee was to assemble as much information as possible concerning policies, available resources, etc. The final budget was to be drawn up based on this information. The trainee was to submit a resumé of policies and resources, and an outline of activities and procedures provided for in the budget, and, finally, the formal budget. After reviewing the trainee's work, offer any suggestions, additions or deletions you feel are appropriate. After the trainee has provided for the modification, make the final product available to the cooperating school district for review. Above all, make sure a professional relationship is maintained with the district at all times.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

5.4.4: To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective:

5.4.4.1: The trainee will be able to assist in the articulation of specific goals for in-service training programs to serve teachers of exceptional children.

5.4.4.2: The trainee will be able to identify district personnel who should be directly involved in the evaluation process related to in-service training programs.

5.4.4.3: The trainee will be able to formulate behavioral objectives for in-service training programs given specified goals.

5.4.4.4: The trainee will be able to assist school personnel in developing specific formative evaluation procedures which involve internal and external assessments.

5.4.4.5: The trainee will be able to assist school district personnel in developing a summative evaluation procedure for assessing effects of in-service training programs.

5.4.4.6: The trainee will be able to assist local school districts in developing a PERT or similar time frame approach to planning an in-service training program.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.1 The trainee will be able to assist in the articulation of specific goals for in-service training programs to serve teachers of exceptional children.

Enabling Activities	*Resources*	*Comments*
5.4.4.1.A Inasmuch as in-service education has the same basis as all education, namely. "changing behavior," it must be undergirded with specific goals which will "move the teacher from where she ought to be." Human behavior is changed only as we perceive the need for self-maintenance, self-enhancement, or self-consistency. As we pursue the satisfaction of our needs we tend to create new needs as our perceptions are changed and modified. Obviously, the child and his needs must be the focus of all teacher behavior which is undertaken to bring every individual to his highest possible functioning. Related to this teacher behavior is the familiarity with and the utilization of the new technology in Education, much of which is germane to Special Education. Another consideration in establishing specific goals is to assist the school as a social institution in adapting itself to changes that occur within the society that created it. With an awareness of these consideration with implications for in-service education, formulate a list of specific goals for an in-service program in Special Education		

Behavioral Objective 5.4.4.1 *Continued:*

5.4.4.1.A (continued)

Ask your instructor to evaluate your specified goals, after which he may recommend your contact with the local district administrator in charge of in-service education or the Director of Special Education for the purpose of ascertaining the existence of specific goals for that program in that district.

If articulated, compare the goals of this district with those you have formulated. If you note omissions in your list, consider including these. If they are noted for the district, share these with the relevant person. If the district has no specific goals, offer to assist in the formulation, using your list as a model.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.1 The trainee will be able to assist in the articulation of specific goals for in-service training programs to serve teachers of exceptional children.

Activity No.	*Evaluation Criteria*
5.4.4.1.A	The trainee was alerted to a few of the in-service needs which currently exist, such as; skill in utilizing new educational technology, the establishment of specific goals and objectives, etc. Using these considerations as impetus, the trainee was to generate a list of specific goals for in-service training programs in Special Education. To meet minimal requirements, the trainee should submit at least 10 carefully stated goals. Following your evaluation of the goals and incorporation of any suggestions you may have, make a decision as to whether the list should be shared with a local administrator. The purpose for sharing the list would be only to compare the trainee's goals with more of the district in order to determine the validity and actual existence of those prepared by the trainee. The trainee should then add any goals established by the district which were omitted to the list. The final list is to be submitted to you as verification of completion of the activity.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.2 The trainee will be able to identify district personnel who should be directly involved in the evaluation process related to in-service training programs.

Enabling Activities	*Resources*	*Comments*
5.4.4.2.A The attainment of specific behavioral objectives within the context of broader goals for in-service education should be manifested in changed teacher behavior in the classroom and enhanced learning of children. The awareness of the attainment of these should come through such things as teacher self-evaluation, supervisory evaluation, improved pupil performance, verbalized pupil reactions, comments of parents, etc. Such personnel as the principal and/or supervisor, the Director of Special Education, and the district administrator of in-service education, if the district utilized such a person, all participate in the evaluation of in-service education. The teachers who should be "producers" rather than "consumers" of curriculum content must be viewed as significant contributors to evaluation, since it has been found that there exists less threat to them if they have been the determiners of content and will be more open in their evaluation, including self-evaluations. Contact the Director of In-service Education and/or the Director of Special Education of a local district and request his help in your training through the		

Behavioral Objective 5.4.4.2 *Continued:*

5.4.4.2.A (continued)

providing of information on which district personnel currently assist in the evaluation of the in-service education program in Special Education.

Evaluate this information in light of your professional knowledge and judgement, submitting this evaluative report to your instructor.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.2 The trainee will be able to identify district personnel who should be directly involved in the evaluation process related to in-service training programs.

Activity No.	*Evaluation Criteria*
5.4.4.2.A	The trainee was to contact the in-service Education Director and/or the Director of Special Education of a local district and request information as to which district personnel were currently involved in the evaluation of the Special Education in-service education programs. The trainee was then to evaluate this information based on knowledge acquired thus far. The list of personnel and evaluation report were to be submitted to you as verification for completion of this activity.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.3 The trainee will be able to formulate behavioral objectives for in-service training programs given specified goals.

Enabling Activities	*Resources*	*Comments*
5.4.4.3.A With the trend toward projecting outcomes of educational programs in behavioral terms related to broader specific goals, it appears feasible to do this in relation to in-service education of teachers. The needs of teachers in relation to perceived or observed problems may be reflected in the specific goals, but it is more likely that they will be articulated in relation to specific behavioral objectives. Peruse the reference in Resource File 5.4.4.3.A to refresh your knowledge of behavioral objectives. The following might be specific goals for in-service education for Special Education personnel. 1. Orientation and support of new teachers. 2. Development of skills in observing exceptional children. 3. Attainment of competence in diagnosing or assessing learner needs. 4. Familiarity with appropriate strategies and instructional materials.	5.4.4.3.A Reference on Behavioral Objectives Armstrong, Robert J., Terry D. Cornell, Robert E. Kramer, and E. Wayne Roberson. The Development and Evaluation of Behavioral Objectives. Worthington, Ohio: Charles A. Jones Publishing Company, 1970. Baker, Robert L., Richard E. Schutz, and Vernon S. Gerlach. Stating Educational Outcomes. New York: American Book Company, 1971. Bloom, Benjamin S., J. Thomas Hastings, and George F. Madaus. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971, pp. 19-41. Banathy, Bela H. Instructional Systems. Palo Alto, California: Fearon Publishers, 1968. Kapfer, Miriam B. Behavioral Objectives in Curriculum Development. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971.	

5.4.4.3.A (continued)

5. Development of skill in evaluation of attainment of specific behavioral objectives.
6. Expediting meaningful involvement of parents in programs for their exceptional children.
7. Fostering of awareness of new trends, technology, materials.
8. Maximizing of team approach through understanding of contributions of ancillary personnel, and community resources.

With these specific goals in mind, develop two behavioral objectives for any three of the above or similar goals which are complete as to conditions, criterian-reference, and time-frame and which meet any other criteria for good behavioral objectives. Submit these to your instructor for evaluation.

Kibler, Robert J., Larry L. Barker, and David T. Miles. Behavioral Objectives and Instruction. Boston: Allyn and Bacon, Inc. 1970.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, Inc., 1962.

McAshan, H. H. Writing Behavioral Objectives: A New Approach. New York: Harper and Row, Publishers, Inc., 1970.

Competency Component: 5.4.4 To assist the trainee in identifying features which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.3 The trainee will be able to formulate behavioral objectives for in-service training programs, given specified goals.

Activity No.	*Evaluation Criteria*
5.4.4.3.A	The trainee has been given 8 specific goals of in-service training programs. For 3 of these goals the trainee was to develop 2 behavioral objectives. Each objective was to contain a conditional, evaluative and descriptive element, and otherwise meet the criteria of any stated behavioral objective. An example is shown below: Goal: Development of skills in observing exceptional children. Objective 1: The teacher will be able to identify a target behavior and record its frequency for 1 school day. Objective 2: The teacher will be able to develop guidelines for determining an exceptional student's preferred instructional modality.

Competency Component: 5.4.4 To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective 5.4.4.4 The trainee will be able to assist school personnel in developing specific formative evaluation procedures which involve internal and external assessments.

Enabling Activities	*Resources*	*Comments*
5.4.4.4.A Formative evaluation procedures must be utilized to facilitate decision making in the areas of staff and financial resources allocation, curriculum or content, strategies or approaches, time allocation and a myriad of other concerns in the development of any educational program. These decisions necessitate data in many forms from school and extra-school sources. If we don't know the present status of knowledge, skills, and performance in relation to the on-going program of services for exceptional children in this district, the region, and the state, we have no manifested needs to which the in-service education program can speak. Input data might focus on the following entities: 1. Teacher performance, concerns, and needs. 2. Supervisory and/or administrative concerns. 3. State education agency emphases or plans in Special Education--new state legislation. 4. National trends and new governmental programs.	5.4.4.4.A Bloom, Benjamin, et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971, Chapter 6. Banathy, Bela H. Instructional Systems. Palo Alto, California: Fearon Publishers, 1968, pp. 31-53. Rapp, M. L. Evaluation as Feedback in the Program Development Cycle. New York: The Rand Corporation, April, 1969, p. 4066.	

Behavioral Objective 5.4.4.4 *Continued:*

5.4.4.4.A (continued)

5. Research findings related to exceptional children.
6. District and regional emphases and programming.
7. New technology with implications for Special Education.
8. Parental concerns and involvement.
9. Community developments or programs with implications for exceptional children.
10. Private agencies or organizations and their related programming.
11. Services of regional education service centers.
12. Services of SEIMC library.
13. Possible cooperative in-service programs among districts.

The curriculum specialist should be prepared to assist the local district in the development of procedures to assess the present level of knowledge, skills, performance, and awareness in relation to such entities as those just enumerated. Data might be obtained through the following kinds of assessment procedures and sources:

1. Survey of teachers through questionnaire, opinionnaire, expressionnaire.
2. Interviews with teachers.
3. "Input" test of information, knowledge.
4. Teacher self-evaluation, self-rating of performance.
5. Supervisory ratings of teacher performances through observation and checklists.

Behavioral Objective 5.4.4.4 *Continued:*

5.4.4.4.A (continued)

6. Interviews with administrative personnel.
7. Advisory committee recommendations in regard to in-service foci.
8. Interviews with parents, parent groups.
9. Interviews with governmental agencies, community organizations serving the handicapped, etc.
10. Interviews with contiguous school district personnel.
11. Contacts with personnel from division of Special Education of the state department or agency.
12. Observations of outside consultants.
13. Interviews with former students in Special Education.

Review the references in the Resource File.

Develop a plan for the assessment procedures which can be utilized by any school district in formative evaluation related to a projected and on-going in-service education program. In your plan list sources, procedures, instruments to be utilized or developed, as based for judgments and decisions with regard to the curriculum or emphases in this program.

Submit this to your instructor for his review and reactions.

Resource File 5.4.4.4.A

Behavioral Objective 5.4.4.4 *Continued:*

5.4.4.4.A (continued)

Apprise the administrative person in the local district of the existence of this plan for formative evaluation of the in-service education program in a school district and offer to assist in adapting it to that district.

Competency Component: 5.4.4 To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.4 The trainee will be able to assist school personnel in developing specific formative evaluation procedures which involve internal and external assessment.

Activity No.	*Evaluation Criteria*
5.4.4.4.A	The trainee was asked to develop a comprehensive plan for assessing the level of knowledge, skills, performance and awareness which currently exist within a selected school district. The procedures are to generate with the purpose of facilitating formative evaluation related to projected and on-going in-service programs in mind. The trainee was to list sources, procedures, and instruments to be utilized and/or developed. Evaluate the trainee's final product in terms of: 1) completeness 2) organization of procedures 3) feasibility in terms of staff and financial commitments

Competency Component: 5.4.4 To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.5 The trainee will be able to assist school district personnel in developing a summative evaluation procedure for assessing effects of in-service training programs.

Enabling Activities	*Resources*	*Comments*
5.4.4.5.A Richard Fogel has set down a sequence of steps or processes in the evaluation of any program. These appear relevant to the evaluation of in-service education programs. 1. Identification and measurement of output 2. Determination of relevant program variables 3. Assessment of effect of sub-program variables on output 4. Analysis of process variable components and output 5. Analysis of input variable adequacy Criteria in evaluation tend to be either norm-referenced or criterian-referenced. Projecting specific behavioral objectives mandates the use of criterian-reference, although this criterian-reference could also be a norm-reference in evaluation. Evaluation, using a criterian-reference is typically more difficult and requires more varied kinds of data, and, consequently, we typically utilize more sources of data input. Criterian-referenced evaluation does not select and limit individuals but anticipates the acquisition or the manifesta-	5.4.4.5.A Eidell, Terry L. and John A. Klebs. Annotated Bibliography on the Evaluation of Educational Programs. November, 1968, ERIC Clearinghouse in Educational Administration, University of Oregon, Eugene, Oregon, pp. 1-15. Cerobman, Hulda. Evaluation Activities of Curriculum Projects, Number 2, AERA Monograph Series on Curriculum Evaluation, Rand McNally and Company, Chicago, 1968, pp. 1-136, Chapter 4. Stufflebeam, D. L. "Toward a Science of Educational Evaluation." Educational Technology, 8:5-12, July 1968. W. James Papham (ed.). Criterian-Referenced Measurement. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. Tyler, Ralph, Robert Gagne, and Mechael Scriven. Perspectives in Curriculum Evaluation. Chicago: Rand McNally and Company, 1967, pp. 39-83. Bloom, Benajamin, et al. Handbook of Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 1971, Chapter 4.	

5.4.4.5.A (continued)

tion of the behavior in as many individuals as possible. For this reason it appears to be a desirable type of evaluation for in-service education and is consistent with programs based upon specific behavioral objectives.

The main kinds of data are objective, descriptive and personal judgment. Sources of data for use in this evaluation might include:

1. Achievement or performance tests
2. Observations of teachers in classrooms by administrative and/or supervisory personnel
3. Video-tapes of teacher behavior
4. Pupil Growth
5. Certified Auditors - possibly assigned district personnel
6. Expert witnesses--outside review for objectivity
7. Teacher reactions to the in-service program
8. Public reporting--parents--community

The curriculum specialist should be familiar with evaluation and be able to assist school personnel in the development of a summative evaluation procedure. Read or review the references in Resource File 5.2.4.5.A.

Develop a set of recommendations for use as guidelines by appropriate school personnel in evolving summative evaluation procedures.

Rapp, M. L. Evaluation as Feedback in the Program Development Cycle. New York: The Rand Corporation, p. 4066, April 1969.

Resource File 5.4.4.5.A

Behavioral Objective 5.4.4.3 *Continued:*

5.4.4.5.A (continued)

Remember, it is important that these procedures utilize assessment which is the responsibility of school personnel, and that input from extra-school sources.

Crucial to summative evaluation is cost-effectiveness or cost-efficiency which has also been called "resource-effectiveness." Give consideration to this in the development of your guidelines.

Submit these guidelines to your instructor for review.

Offer to contribute your assistance in the development of these procedures to the district through contact with the individual whose responsibility it is to provide for this evaluation of in-service education.

Competency Component: 5.4.4 To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.5 The trainee will be able to assist school district personnel in developing a summative evaluation procedure for assessing effects of in-service training programs.

Activity No.	*Evaluation Criteria*
5.4.4.5.A	The trainee has been asked to develop a set of recommendations for use as guidelines by a school district in evolving summative evaluation procedures. The guidelines and procedures were to incorporate assessment, which is the responsibility of school personnel, and that input from extra school sources. The final product should illustrate a sensibility to the following criteria: 1) completeness 2) organization 3) cost-efficiency 4) general useability.

Competency Component: 5.4.4: To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.6: The trainee will be able to assist local school districts in developing a PERT or similar time frame approach to planning an in-service training program.

Enabling Activities	*Resources*	*Comments*
5.4.4.6. A Accountability is becoming an increasing factor in educational planning and programming. The systems approach or methodology seeks to expedite the manipulation of three common elements in any program or project. These are: 1. Time-for completion of each element and for completion of entire project. 2. Cost- personnel, equipment, materials and money. 3. Performance - the levels of quality stated as specific behaviors or behavioral objectives to be sought at culmination of the project or program. Read the material cited in the Resource File 5.2.4.6.A on the PERT approach and other systems. Peruse other sources for information on other systems which integrate a time frame of reference. Structure an in-service education program from formative through summative evaluation, utilizing PERT or another system you have identified. Outline each phase element, and process, and evolve hypothetical data input as a basis for your program.	5.4.4.6.A Resource File 5.4.4.6.A Cook, Desmond L. Program Evaluation and Review Technique: Application in Education. Washington: USOE Cooperative Research Monograph #17. Banathy, Bela H. Instructional Systems. Palo Alto, California: Fearon Publishers 1968. This brief reference is all relevant. Note also the Selected References on pages 92-106 in this source.	Be sure you indicate which system you are utilizing.

Behavioral Objective 5.4.4.6 *Continued:*

5.4.4.6.A (continued)

Do not attempt to include specific content and methodology to be used in the conduct of the in-service program.

Submit your in-service program to your instructor for evaluation.

Competency Component: 5.4.4 To assist the trainee in identifying resources which a local school district could use for evaluating its in-service training program.

Behavioral Objective: 5.4.4.6 The trainee will be able to assist local school districts in developing a PERT or similar time frame approach to planning an in-service training program.

Activity No.	*Evaluation Criteria*
5.4.4.6.A	The trainee was to structure an in-service education program beginning with formative evaluation to summative evaluation. In doing so, the trainee was to utilize PERT or another similar system which the trainee had identified through independent research. The primary criteria for the system used is the incorporation of a time frame of reference. The trainee was to outline each phase element and process and to evolve hypothetical data input.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

SPECIFICATIONS MANUAL

for

Module 11.0 Training / Instruction

February 1974

This document was developed pursuant to a grant with the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore necessarily represent official position of the Bureau of Education for the Handicapped.

Department of Health, Education, and Welfare

U.S. Office of Education
Bureau of Education for the Handicapped
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MODULE # 11: MODULE SPECIFICATIONS FOR:

Training / Instruction

SPECIFICATIONS MANUAL

MODULE # 11: Training / Instruction

MODULE SCOPE: This module is designed to help you gain the skills necessary to train educational personnel in the area of instruction. Various aspects of instruction including instructional methodologies, classroom management techniques, and pupil data collection techniques are covered. You will be given the opportunity to determine what teacher needs exist in the area of instruction, and design and organize effective programs and activities to meet those needs. The activities in this module stress a knowledge based approach to the area of training and provide relevant information and experience to enable you to plan, design, and organize appropriate training programs in the area of instruction.

MODULE SPECIFICATIONS: This module contains 3 competencies, 11 competency components, and 32 behaviorally stated objectives.

SECTraC Specifications forP

Module 11 Training / Instruction

Competency 11.1 A curriculum consultant should be capable of designing and organizing instructional activities aimed at the development of specific skills requisite to various educational roles.

Competency Component

11.1.1 To assist the trainee in assessing needs pertaining to the development of specific teacher skills.

Behavioral Objectives

11.1.1.1 The trainee will be able to determine the reason(s) underlying a request for teacher training, i.e., self-improvement, requirement for certification, administrative demand.

11.1.1.2 The trainee will be able to distinguish between training needs which are developmental, short-term, long-term, and informational in nature.

11.1.1.3 The trainee will be able to identify alternative training modes.

11.1.1.4 The trainee will be able to elicit from teachers high priority topics to be developed into instructional packages for in-service training.

Competency Component

11.1.2 To assist the trainee in translating teacher training needs into instructional programs.

Behavioral Objectives

11.1.2.1 The trainee will be able to write behavioral objectives for training sessions based on identified teacher needs.

11.1.2.2 The trainee will be able to design instructional activities for training specific objectives.

Competency Component

11.1.3 To assist the trainee in selecting the most appropriate training vehicle for specific teacher skills.

Behavioral Objectives

11.1.3.1 The trainee will be able to compile a list of methods which can be utilized in training sessions.

11.1.3.2 The trainee will be able to determine the strengths and weaknesses of various training methods for specific instructional needs.

11.1.3.3 The trainee will be able to assess existing training resources, i.e., facilities, equipment, and materials.

11.1.3.4 The trainee will be able to suggest modifications of training sessions appropriate for presentation to large and small groups.

Competency Component

11.1.4 To assist the trainee in determining the consequences of specific training sessions.

Behavioral Objectives

11.1.4.1 The trainee will be able to develop methods for eliciting feedback from participant in training sessions.

11.1.4.2 The trainee will be able to determine if a need or desire for additional instruction exists.

11.1.4.3 The trainee will be able to suggest alternative experiences when a need or desire for additional training is indicated.

Competency 11.2 A curriculum consultant should be capable of planning a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional children.

Competency Component

11.2.1 To assist the trainee in planning training programs on the use of information storage and retrieval vehicles.

Behavioral Objectives

11.2.1.1 The trainee will be able to plan a training program on the utilization of services rendered by the IMC-RMC Network.

11.2.1.2 The trainee will be able to plan a training program on the utilization of services rendered by ERIC.

11.2.1.3 The trainee will be able to plan a training program in the utilization of the Prescriptive Materials Retrieval System.

Competency Component

11.2.2 To assist the trainee in planning training programs on the use of various instructional methodologies for exceptional children, i.e., prescriptive teaching, inductive teaching, unit teaching and contract teaching.

Behavioral Objectives

11.2.2.1 The trainee will be able to plan activities to introduce the basic components and theories of four instructional methodologies.

11.2.2.2 The trainee will able to suggest activities for comparing and contrasting instructional methodologies to determine the most appropriate for a specified instructional situation.

11.2.2.3 The trainee will be able to plan a demonstration of a selected instructional methodology.

11.2.2.4 The trainee will be able to outline a simulation on the application of a selected instructional methodology for use in a workshop training session.

Competency Component

11.2.3 To assist the trainee in planning a training program on the utilization of classroom management techniques for exceptional children, i.e., questioning, grouping, reinforcement, interest centers, ordering time segment, space arrangement and discipline.

Behavioral Objectives

11.2.3.1 The trainee will be able to plan activities which introduce the basic components and theories of six classroom management systems.

11.2.3.2 The trainee will be able to suggest activities for comparing and contrasting classroom management techniques to determine the most appropriate for a specified instructional situation.

11.2.3.3 The trainee will be able to plan a demonstration of a selected classroom management system.

11.2.3.4 The trainee will be able to outline a simulation on the utilization of a selected classroom management technique for use in a workshop training session.

Competency Component

11.2.4 To assist the trainee in planning a training program on the direction of auxiliary personnel in the classroom.

Behavioral Objectives

11.2.4.1 The trainee will be able to plan a training program on the supervision of classroom aids.

11.2.4.2 The trainee will be able to plan training activities on the supervision of student teachers.

Competency 11.3 A curriculum consultant should be capable of planning training programs concerned with the identification and utilization of data collection techniques and instruments.

Competency Component

11.3.1 To assist the trainee in planning training programs on pupil data collection techniques and instruments.

Behavioral Objectives

11.3.1.1 The trainee will be able to prepare a brief description of five pupil data collecting techniques, i.e., observation, standardized tests, interviews, self-assessment, and case history.

11.3.1.2 The trainee will be able to outline a training program on the collection and utilization of pupil data.

Competency Component

11.3.2 To assist the trainee in planning a training program on the construction of learning profiles.

Behavioral Objectives

11.3.2.1 The trainee will be able to develop a list of 5 resources concerned with the use of learning profiles.

11.3.2.2 The trainee will be able to plan activities on the interpretation of pupil data.

Competency Component

11.3.3 To assist the trainee in planning a training program on the interpretation of pupil data.

Behavioral Objectives

11.3.3.1 The trainee will be able to list sources of pupil data.

11.3.3.2 The trainee will be able to plan activities on the interpretation of pupil data.